
EAST-WEST CENTER DEGREE STUDENT ALUMNI

REPORT OF A SURVEY
REVIEWING THE ALUMNI FROM
THE FIRST TWENTY-FIVE YEARS

William K. Cummings



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Honolulu, Hawaii 96848, USA

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1

PURPOSE AND BACKGROUND

BEGINNINGS

By an act of the U.S. Congress, the East-West Center was established in 1960 "to promote better relations and understanding among the nations of Asia, the Pacific and the United States through cooperative study, training and research." The Center was placed in the new state of Hawaii in expectation that the friendly aloha spirit of its multiethnic community would be especially conducive to this mission. In 1975, to insure the Center's autonomy and clarify its national and international identity, it was incorporated and placed under the authority of an independent board of governors with representatives from Hawaii, the United States, and the Asia/Pacific region.

Over the years the Center has experimented with a variety of strategies for achieving its mandate. In the initial years, the Center lacked extensive facilities or staff. Short-term training programs contracted out to other agencies and conferences were common modes of activity. However, from the Center's earliest days a sizeable proportion of Center funds were devoted to supporting students for degree study programs at the University of Hawaii. Through bringing people from different countries together for common learning experiences, the Center sought to promote mutual understanding.

The Center represents an interesting variant from most major U.S.-supported educational exchange programs because (a) from the beginning it decided to include both Asians and Americans in all its programs (roughly in a ratio of two to one) and (b) most of its activities have taken place at a single place, the Center in Hawaii, rather than at diverse campuses across the nation. The focus of activities at a single place has afforded a unique opportunity for shaping the context of interaction among those involved in its programs. This study, carried out in anticipation of

the Center's twenty-fifth anniversary celebration of June 1985, sought to examine the impact of its unique approach to educational exchange, both as a means of preparing for the Center's future and to explain the Center's approach to the broad audience of educators and policymakers interested in exchange programs.

THE STUDENT PROGRAM

The Center has always placed an important emphasis on the student program. From 1961 to 1970, the Center's student program was administered by the Institute of Student Interchange (ISI). During this decade, ISI sponsored about 2,000 degree students at the University of Hawaii (UH), including about 200 bachelor's degree students, 1,600 master's students, and 200 Ph.D. students. About 500 non-degree students were also brought to the Center in special programs such as the Teacher Interchange Program (TIP) to broaden high school teachers' knowledge of Asian or American studies, the Junior Year Program (JYP) for juniors from various U.S. colleges to spend a year of intensive language and area study, and the Academic Year Institute.

During the 1960s the objectives of the Center's student program were:

1. to attract a large number of qualified students from the Asian/Pacific and U.S. regions for enrollment in the newly emerging graduate programs of the UH;
2. to coordinate the students' academic programs at the UH;
3. to facilitate cultural interaction and awareness through the Center's housing, food services, and various extracurricular activities such as the interisland tours and host family visits;
4. to supplement the UH academic programs and intercultural experiences through Asia/America seminars and field study.

During this period about 75 percent of the Center's total budget for scholarships and grants was allocated for students. The remaining 25 percent was divided between training (the Institute for Technical Interchange) and research (the Institute for Advanced Projects). The Center administered and coordinated the student program, leaving the academic content to the UH. American students were generally younger, just out of undergraduate school and perhaps a few years in the Peace Corps, and were primarily interested in learning about the Asian/Pacific region and languages. The Asian students were generally older, many having already worked for several years. The Pacific Island students often came for their

bachelor's degrees because of the lack of undergraduate institutions in the region.

In the late 1960s the Center's entire structure, including the student program, was reexamined. Dr. Everett Kleinjans, who came to the Center in 1967, took the lead in reviewing the Center's goals, objectives, and structure. After becoming chancellor in 1968, he implemented the new problem-oriented structure which was designed to build programmatic content into the Center. The "team" approach was the basis for the problem-oriented research programs in which "a group of older and younger scholars, headed by a director and his staff," work together toward a common goal. Each team focused on a problem of mutual consequence to both East and West. The assumption was that cultural interchange would be enhanced because people with similar professional goals would tend to develop respect for and trust in each other as fellow team members and would learn that cooperation is possible despite cultural barriers.

During the 1970s the primary goal of the student program was to develop meaningful involvement of the students in the Center's new programs. This primary goal led to the following objectives which influenced the development of the student program throughout this period:

1. Reduce the number of students so that EWC researchers can devote sufficient time and attention to advising students. A rough ratio of three students per EWC researcher was adopted. As a result, the number of students leveled off at about 400 per year by 1976.
2. Raise the degree level so that the students can contribute to the research teams in the institutes. As a result, undergraduate awards were phased out, and the mix of master's to Ph.D. students stabilized at about 50 percent in each category. During this same period, undergraduate institutions were established throughout the region, thus reducing the need for such training at the UH.
3. Increase the emphasis on fit into institutes and decrease the emphasis on the humanities and Asian/Pacific area studies and languages. As a result, the admissions requirements focused on fit with institute programs and the UH departmental mix shifted from the humanities to the social sciences.
4. Add a new special program (Joint Doctoral Research Internship) and phase out other special programs (e.g., TIIP and JYP) which cannot fit into the new institute structure.
5. Create a different balance between research, study, and training by adjusting the Center's appropriated budget from 75 percent to 50 percent for student scholarships.

6. Develop cooperative EWC-UH programs to ensure that the UH degree work and the EWC institute work complement each other. Special certificate programs (e.g., the Population Studies Program) were encouraged as well as joint, affiliate, and adjunct appointments for UH faculty and EWC researchers.
7. Redesign field study opportunities to fit with the research work in the institutes. As a result, the number of field study opportunities was reduced, and the broadly defined cultural field studies were eliminated.

In addition to the primary objective of involving students in institute programs, the earlier objectives of bringing a mix of Asian/Pacific and U.S. students to the Center and providing opportunities for cultural interchange continued throughout the 1970s. Open Grants served as the flexible mechanism for maintaining geographical and disciplinary balance throughout this period. Various supporting offices such as Award Services, Visa, and Participant Resources continued to provide support services and extracurricular activities that promoted cultural interchange among all students. These functions were combined with Open Grants in 1979 into one unit under the authority of the dean.

In 1984 the Center adopted a mission statement to clarify its role in the education of the degree students at the Center. Following from this review of the student program, the Center introduced a new Core Seminar on Critical Issues in the Asia/Pacific Region for all new students. Commissioning this alumni study was also part of the comprehensive review of the Center's role in the education of its degree students. Also in recent years, the Center placed renewed emphasis on the humanities in the new Institute of Culture and Communication, a merger of the former institutes of Communication and Culture Learning. As part of a reorganization of the Alumni Office, the Center also began an Alumni-in-Residence fellowship program to bring outstanding alumni back to the Center for a period of study, reflection, and professional development.

THE CHANGING ENVIRONMENT

Since the Center's founding, twenty-five years have passed. Enormous changes have taken place in Asia and in the United States' relation to Asia. A number of Asian nations have experienced remarkable economic growth and most have achieved a much greater degree of social and political stability. Whereas the United States was predominantly European-oriented in 1960, today it recognizes the importance of Asia. The trade volume between the United States and Asia considerably exceeds that with Europe.

Several Asian nations export more to the United States than they import, and a significant proportion of their exports consist of high technology manufactured goods. Especially since 1965, when U.S. immigration laws were changed, large numbers of Asians have immigrated to the United States.

The Center's programs have changed in an effort to respond to the dynamic context it seeks to serve. In 1985, as the Center was entering its twenty-fifth year of operation, it seemed appropriate to reflect on the record. How had the student program fared? Who had come to the Center? Was mutual understanding fostered? Were there other outcomes of interest such as the fostering of unique careers, the establishment of enduring cross-cultural linkages? Did participants positively evaluate the experience? Finally, did the specific strategies introduced by the Center for achieving its mandate have their intended consequences? The study that follows attempts to answer these questions.



2

STUDY DESIGN AND POPULATION

The study was designed to obtain the relevant information from a sample of former East-West Center students. Two features of the survey deserve a brief review: (1) What was measured? (2) Who was included?

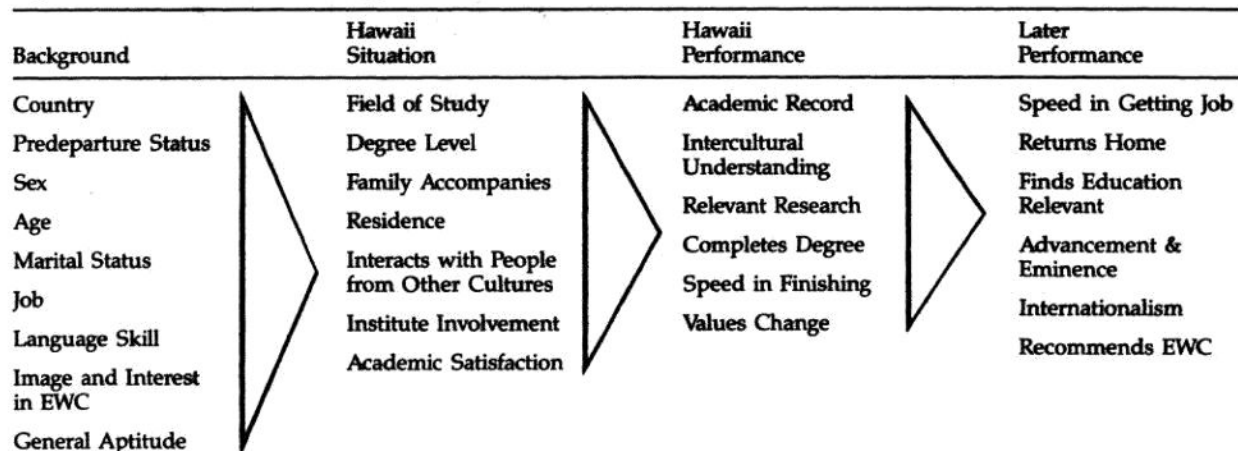
CONCEPTS AND MEASUREMENT

Common to all educational experiences are several stages which we have outlined in Figure 2.1. First there is the interaction of personal experiences and information that leads the individual to apply for and be selected for the educational experience. Second comes the experience itself and the academic and other achievements that follow directly from the experience. Finally, after the individual completes the educational experience, it continues to influence both the roles assumed and the way the individual fills these roles.

Figure 2.1 lists the specific concepts that this study focuses on. These concepts were selected following consultation with the directors of the Center's institutes, members of the International Alumni Association, and others who are knowledgeable about exchange programs. Based on these concepts, a questionnaire was developed which is reproduced as Appendix A. Appendix B indicates how the information obtained from the questionnaire and other sources (primarily the student records to get TOEFL scores and grade point averages) was combined to measure the concepts.

Special attention is devoted to those concepts that have relevance for current Center policy. Specifically, the study considers (1) *the question of selection*, that is, how different types of students make use of the Center's programs, and (2) *the impact of structure*, that is, how much impact Center structures such as the residential accommodations, extracurricular activities, and the institutes and their projects have on students.

Figure 2.1 Model of the Exchange Process



THE UNIVERSE AND SAMPLING

Nearly 25,000 individuals have received awards from the Center over its twenty-five-year history. Among these, the students are the core group. They spent the longest time at the Center and thus have the greatest opportunity to be shaped by the Center's unique goals and programs.

The Center has involved approximately 4,000 students in its programs since 1960. Both in the interest of obtaining a sufficiently large number of cases to conduct analysis and to control costs, a mail-out survey format was selected. At the time the study began, the Alumni Office was in the process of updating its address file. But as this process was not scheduled for completion until 1985, it was decided to include in the study all degree study alumni for whom an address was available, updated or not. Necessarily, many of the questionnaires were destined to go to wrong addresses. Whenever possible, the program representatives of the East-West Center and alumni groups were asked to assist in checking addresses, contacting alumni, and encouraging them to respond to the survey.

Because of the process for mailing questionnaires, it is difficult to calculate the survey's true response rate. Ultimately, questionnaires were sent to 2,664 alumni. The Alumni Office's experience in updating its mailing list indicates that an estimated 2,000 of these were mailed to current addresses. A second round of questionnaires was sent to the known addresses of all non-respondents, and, where possible, they were also contacted by telephone or other means. Within the three-month period designated for receiving questionnaires, 1,093 usable questionnaires were returned. These 1,093 constitute 41.0 percent of those to whom questionnaires were mailed and 54.8 percent of those for whom the Alumni Office has a current correct address.

There were substantial differences in response rates by region and country of *present residence*, as illustrated in Table 2.1. The response rate was lowest for South Asia and highest for North America, Southeast Asia, and East Asia. A variety of factors may contribute to these regional and national differences such as the effectiveness of the postal systems and the probability that nationals have taken up work in another country without leaving a forwarding address.

A systematic follow-up of non-respondents was not conducted. However, concerning the objective characteristics of respondents, it was possible through consulting Center files to carry out several checks on the correspondence of respondent characteristics with the characteristics of the full population of student alumni. These comparisons indicate the two groups (respondents and non-respondents) are virtually identical in terms of region, sex, degree level, GPA, and period of study. Thus, we have some confidence that the statistics reported below on objective charac-

Table 2.1 Response Rate by Region and Country of Current Residence

	Sent	Returned	Percentage
East Asia	614	264	43.0
China	4	3	75.0
Hong Kong	54	21	38.9
Japan	254	116	45.7
Korea	164	84	51.2
Taiwan	138	40	29.0
Pacific	174	62	35.6
Australia	58	29	50.0
Cook Islands	4	0	0.0
Federated States of Micronesia	19	4	21.1
Fiji	27	4	14.8
Guam	8	2	25.0
Marshall Islands	2	2	100.0
Northern Marianas	11	2	18.2
New Caledonia	1	1	100.0
New Zealand	24	13	54.2
Republic of Belau	6	2	33.3
Tonga	7	1	14.3
Vanuatu	2	1	50.0
Western Samoa	5	1	20.0
Southeast Asia	528	225	42.6
Brunei	1	0	0.0
Burma	14	1	7.1
Indonesia	72	33	45.8
Laos	10	0	0.0
Malaysia	74	25	33.8
Philippines	167	85	50.9
Singapore	47	23	48.9
Thailand	143	58	40.6
South Asia	278	74	26.0
Bangladesh	26	11	42.3
India	145	37	25.5
Nepal	28	6	21.4
Pakistan	52	9	17.3
Sri Lanka	27	11	40.7
North America	1,040	458	44.0
Canada	42	24	57.1
USA	998	434	43.5

Table 2.1 (continued)

	Sent	Returned	Percentage
Other	30	10	33.3
Argentina	1	0	0.0
Brazil	1	1	100.0
Central African Empire	1	1	100.0
Chile	1	1	100.0
Egypt	1	0	0.0
Ethiopia	1	0	0.0
France	1	0	0.0
Haiti	1	0	0.0
Italy	1	0	0.0
Kenya	1	0	0.0
Mexico	1	1	100.0
Nigeria	5	2	40.0
Puerto Rico	2	0	0.0
Rwanda	1	1	100.0
Saudi Arabia	6	2	33.3
Sweden	1	0	0.0
Switzerland	2	0	0.0
Tanzania	1	1	100.0
United Arab Emirates	1	0	0.0
TOTAL	2,664	1,093	41.0%

teristics provide a reasonably accurate approximation of the entire student alumni population.

However, concerning attitudes we are less confident that the respondents are representative of the total alumni group. It is possible that those individuals who took the trouble to respond to the survey have a more positive attitude toward the East-West Center than those who did not. Thus, in reporting attitudes, this report will focus primarily on trends and comparisons and will not attach significance to the precise proportions who agree or disagree on a given subjective question. However, for the reader's information, a complete list of all the questions along with the proportion choosing each response is included as Appendix A. The appendix also indicates the SAS (Statistical Analysis System) variable names and codes used in the analysis; the data have been saved in a computer tape retained by the Alumni Office of the East-West Center.

OUTLINE OF THE REPORT

The remaining chapters focus on issues that are of special interest to the Center. Chapter 3 provides an overview of the results with particular attention to differences between Asian and American students. Chapter 4 takes up the question of the changes that have occurred over time in the composition of participants, the nature of their experience at the Center, and their feelings about this experience.

Following these descriptive chapters, the latter half of the report examines a select group of policy issues that have relevance for discussions about the future shape of the Center's student program. Specifically, do the special structures developed by the Center (including its extracurricular activities, projects, and institutes) achieve the impact for which they were intended? Do they promote mutual understanding and a higher quality of student life and add value to the educational experience? Are they related to the activities of alumni after they leave the Center and resume normal societal roles?

Because the students of the sixties came before the Center was organized into problem-oriented institutes, they are not included in most of these policy-oriented analyses. However, it is assumed that the Open Grants students of the 1970s and 1980s provide a perspective similar to that of the ISI students of the 1960s. For an overview of the statistical findings underlying these policy-oriented analyses, the reader is invited to examine Appendix C. This appendix consists of a table summarizing the pattern of relations between the major analytic variables.

3

OVERVIEW OF FINDINGS

Who are the alumni and what are their feelings about the Center? Because the Center serves a somewhat different function for Asian and American alumni, differences between these two groups will be highlighted.

REGION OF ORIGIN

A distinctive feature of the East-West Center program is the stress on bringing people from different cultures to one place so they can share experiences. The distribution by the regions from which respondents originally came is shown in Table 3.1.

This distribution closely approximates the Center's guideline of giving twice as many awards to Asian/Pacific students as to Americans. Over many of the issues examined below, there were important differences by region. The most consistent pattern was the difference between Americans and all others. Of the four non-U.S. regions, the responses from the Pacific most closely resembled the American pattern. Australian and New

Table 3.1 Regional Distribution of Students

	Actual Total Percent	Respondents
East Asia	23.5%	26.9%
Pacific	8.0%	5.4%
Southeast Asia	24.0%	27.5%
South Asia	14.3%	9.0%
U.S.	31.2%	31.2%

Zealand alumni were included in this region, which may explain the similarity.

PERIOD OF ARRIVAL

A larger proportion of respondents came during the sixties, reflecting the fact that the student cohorts were larger at that time. Table 3.2 presents the distribution by period as indicated by Center records and as indicated by the study's respondents. The virtual similarity of the two distributions adds to our confidence in the inferences presented in Chapter 4 concerning changes over time.

PARENTAL BACKGROUND

In terms of home background, the participants came from well-educated homes. The fathers of American students attended an average of 12.7 years of school, compared with 11.1 years for the fathers of the Asian respondents. The mothers of American students averaged 12.0 years of education compared with 8.2 years for the mothers of Asian students. On the other hand, 33.1 percent of the mothers and 21.1 percent of the fathers of the Asian students had six years or less of education.

PERSONAL CHARACTERISTICS

The average age at arrival was 27. Asians averaged about three years older than Americans, and the average for the earlier cohorts was lower

Table 3.2 Period of Student's Arrival: Comparison of Actual and Sample Distribution

Period	Actual	Sample
1960-65	30.0%	32.3%
1966-70	28.6	30.1
1971-75	20.8	18.4
1976-80	16.8	15.9
After 1980	3.7	3.3
	100.0%	100.0%

than for the more recent cohorts. Overall, 66.7 percent are male; the proportion of females increased in the more recent cohorts, and a somewhat greater proportion of Americans than Asians were female.

In terms of marital status, 57.8 percent were single throughout their award period, 6.8 percent were single on arrival but married during the grant period (many to nationals of another country), 13.6 percent were married but left their spouses at home, 12.5 percent were married and brought their spouses, and 7.0 percent also brought children. Finally, 2.3 percent were divorced or had an exceptional marital situation. A significantly greater proportion of Asians and of more recent cohorts were married when they accepted the award and elected to bring their children with them.

Overall, 72 percent were employed when they accepted their award (42 percent at universities, 22 percent at other educational or research institutes, 12 percent in government, 8 percent in private firms, and 20 percent in other institutions). One-quarter continued to receive at least partial pay while on grant. Of those who were employed, 47 percent had worked in the capital city of their country. Whereas eight of every ten Asians who accepted a grant were employed, only five of every ten Americans came directly from a job. Moreover, nine of every ten Americans who were employed severed their relations with their employers, while over two-thirds of the Asians who had been employed maintained at least a leave-without-pay relation to their employer. In many cases, the employers of the Asian students entered into a cost-sharing relationship with the East-West Center.

ACADEMIC PROGRAM

The EWC was the first choice of 82.3 percent of the degree students, usually because of the financial support; also they perceived special benefits from the Center's intercultural setting and its research programs. The following are some of the common reasons indicated by respondents for preferring the Center:

- The similarity of the overall environment to the home country;
- The intercultural aspect of the courses of study;
- For international experience;
- Focus on problems and issues related to development;
- EWC projects were closely related to research interests;
- Because of financial assistance.

Twenty-five percent who said they had been offered awards to other places finally decided to come to the East-West Center.

In terms of the degree program for which they were selected, the distribution of respondents was as shown in Table 3.3. The bachelor's students all came in the early cohorts. In recent years, the Center has accepted more students in the Ph.D. program, reflecting the upgrading of educational systems in the region and the revised structure of Center programs stressing student involvement in projects.

The students' East-West Center affiliation was as shown in Table 3.4. Less than half participated in the institutes as currently configured.

By academic field, their specializations were as indicated in Table 3.5. Americans were three times as likely as Asians to concentrate in the humanities and somewhat more likely to be in social sciences, while Asians were more likely to concentrate in agriculture, the sciences, engineering, business, education, or English as a second language.

Table 3.3 Degree Level of Students

	Percentage of Total Student Alumni	Percentage of Total Respondents
Bachelor's	6.3	4.2
Master's	71.3	74.3
Ph.D.	22.0	15.6
Other	0.7	4.7

Table 3.4 Institute Affiliation of Students

	Percentage of Total Student Alumni	Percentage of Respondents
Institutes Created Since 1969:		
CI	5.5	6.5
CLI	7.6	5.9
EAPI	1.1	1.7
PI	5.9	7.4
RSI	4.0	4.1
OG	23.1	21.1
Earlier Programs:		
ISI	46.2	46.7
TDI	3.8	3.8
Food Institute & Others	2.8	2.6
TOTAL	100.0%	100.0%

Table 3.5 Academic Field, by Continent

Field	Asia	U.S.	Total
Humanities	13.5%	37.9%	20.9%
Language and Literature	16.7	11.3	15.1
Social Science	22.4	29.6	24.5
Science	11.5	4.2	9.3
Engineering	4.1	.6	3.1
Agriculture	13.0	4.5	10.4
Education	7.3	4.5	6.5
Business	5.8	.6	4.3
Health, Law, Other	5.7	6.9	6.0
	100.0%	100.0%	100.0%

The average beginning TOEFL score for those (Asians from countries where English was not the medium of instruction) required to take the test was 540. First-semester GPAs ranged from 1.7 to 4. But by the end of the second year, the low scores had all moved above 3.0, and the overall cumulative average was 3.60. The GPAs of Americans were above average and those of Pacific area students were low. Over 90 percent reported completing the degree program for which they received their award, though many, especially in the Ph.D. program, took longer to do so than the time covered by their award.

EVALUATION OF EXPERIENCE

Nine out of ten say they would recommend the Center to others; of these, two-thirds say they would give a strong recommendation. Concerning particular features of the EWC program, grantees were most positive with respect to the following:

- The Center provided an opportunity to gain scientific knowledge and skills;
- They were able to make friendships with people from many countries;
- They had an opportunity to gain a deeper understanding of Asian and Pacific societies.

Respondents were somewhat less positive about the following:

- They received an excellent graduate education in Hawaii;

- The EWC activities were well integrated with the content of their degree programs at UH;
- Their stipend was enough for their needs.

They were least positive about the accuracy of the information the Center provided prior to their arrival concerning what they would actually experience.

IMPACT OF THE EWC EXPERIENCE

Ninety-five percent say their experience at the Center had a major impact on their personal and/or career development. In specifying the nature of the Center's impact, their comments ranged widely. The following are just a few examples (many others are presented in Appendix D):

It provided me the academic and experiential basis for a 20-year career (thus far) in Asian development. It got me my wife. (American economist)

Broadened my world viewpoint and gave me empathy for other cultures. Increased professional skills and knowledge. (Australian health official)

More confident, know and understand Americans well. Very useful for doing business with American companies. (Thai businessman)

Met people from countries that China does not have diplomatic relations with (e.g., South Korea). Also met people from Taiwan. (Chinese mainland social scientist)

Did not cause any change in my career which was settled before going to EWC. (Korean official)

Through looking at answers to various questions in the survey we can gain further insight into the nature of this impact. After completing their Center awards, 17.5 percent immediately went on for further study, 27 percent returned to their old jobs, and most of the rest obtained new jobs within three months; 11 percent required more than three months, and 3 percent did not enter the labor market. As indicated in Table 3.6, nearly one-half of the Asian students returned to their old jobs in contrast with only 4 percent of the Americans. Generally speaking, Americans took a longer time than Asians to find employment after the completion of their studies.

Grantees who came in the sixties, as illustrated in Table 3.7, were much more likely to find jobs in universities and research organizations than were more recent cohorts. Over time the proportion beginning in the private sector and government has increased.

Table 3.6 Where Students Go Immediately After Completing Their Grant

	Asians	Americans
Go elsewhere for further study	15.5% (96)	17.5% (48)
Return to old job	46.4 (287)	4.0 (11)
Immediately take up new job	19.7 (122)	35.9 (99)
Obtain a new job within 3 months	9.2 (57)	19.3 (53)
Takes more than 3 months to find a job	7.4 (46)	16.4 (45)
Cannot find or do not seek employment	1.8 (11)	6.9 (19)
TOTAL	100.0% (619)	100.0% (275)

Table 3.7 Initial Employment After Leaving East-West Center, by Period

	Students Who Began Their Award				
	Before 1966	1966- 1970	1971- 1975	1976- 1980	1981- After
Universities (research)	55.2%	52.1%	51.6%	43.6%	40.0%
Government	10.5	12.7	10.9	14.1	17.2
International Organization	2.9	2.9	5.4	2.5	0.0
Private Firms	7.3	8.0	10.3	12.9	14.3
Other	24.1	24.3	21.8	26.9	28.5
	100.0% (344)	100.0% (313)	100.0% (184)	100.0% (163)	100.0% (35)

Asian alumni, as illustrated in Table 3.8, were far more likely to obtain their initial job in a university. In contrast, Americans were more likely to obtain their first job in lower levels of the educational system, international organizations, and private firms.

The jobs Americans obtained immediately after leaving the East-West Center were somewhat lower in responsibility than those of their Asian classmates. But as indicated in Table 3.9, as Americans advanced in their careers, these differences became negligible.

Table 3.8 Initial Employment, by Continent

	Asians' first job after leaving EWC	Americans' first job after leaving EWC
Universities and Research Organizations	56.6%	39.4%
Other Education	8.0	14.1
Government	11.7	12.8
Public Firms	2.2	1.9
International Organizations	1.4	7.2
Private Firms	8.5	10.6
Self-employed	.2	1.2
Other	9.6	12.8
	100.0%	100.0%

In their current work, most say they use the skills they acquired at the Center: 67.5 percent say they often use the professional skills acquired under the award, 48.2 percent say they often use the intercultural experience, and 50.8 percent say they often use a language other than their mother tongue. Asians, as indicated in Table 3.10, are more likely to stress the relevance of professional skills and Americans the relevance of intercultural experience.

While respondents acknowledge the relevance of the Center experience, they are somewhat ambivalent about the impact of the Center experience on their careers and earning power. Only 22.6 percent *strongly* agree that what they learned during the award period contributed to an improvement in their earning power. Only 17.7 percent *strongly* agree that their career was enhanced by the friendships made at the Center, and only 20.9 percent *strongly* agree that their Center experience contributed to later job promotions.

EXCEPTIONAL CAREERS

Drawing both on reports from the alumni survey and Center records, it was found that nearly 300 degree study alumni, or about 8 percent of the Center's former students, are *currently* in prominent positions in their respective societies. As indicated in Table 3.11, one alumnus is a head of state, 14 are ministers of state, six are heads of universities, 21 are chief executives of private firms, and 19 are top officials in international organi-

Table 3.9 Initial and Current Job Responsibility, by Continent

	Asians' first job after leaving EWC	Asians' current job	% of those who have changed	Americans' first job after leaving EWC	Americans' current job	% of those who have changed
Upper-level Manager	10.6%	20.4%	+9.8	5.9%	17.2%	+11.3
Mid-level Manager	11.4	12.5	+1.1	9.4	15.3	+5.9
Professional Staff	54.5	51.5	-3.0	58.4	51.3	-7.1
Technical Staff	7.4	2.6	-4.8	11.6	5.3	-6.3
Other	<u>15.3</u>	<u>10.7</u>	-4.6	<u>15.6</u>	<u>11.0</u>	-4.6
	100.0%	100.0%		100.0%	100.0%	

Table 3.10 Relevance of EWC Experience for Current Employment

	Asians	Americans
Professional Skills Acquired at EWC Often Used in Current Work	71.1%	52.8%
Cultural Skills Acquired at EWC Often Used in Current Work	41.4%	46.9%
Non-native Language Often Used in Current Work	64.4%	21.3%

zations. The likelihood of prominence is greater for alumni from the Pacific Islands area.

In addition to those alumni now in international organizations, a large number assume international roles in more conventional organizations, for example, specializing in international trade in a multinational firm, working with international students in a university, working in the Ministry of Foreign Affairs of their government, or specializing in international affairs in their national assembly.

INTERNATIONALIZATION

The Center experience certainly had an internationalizing impact on many of the respondents. As noted above, many work in international organizations. Ninety percent have traveled abroad at least once since their Center experience; 48 percent have traveled abroad five or more times.

Especially noteworthy is the fact that 25.8 percent are now living and working in countries other than the country designated as their home at the time of studying at the Center. As indicated in Table 3.12, alumni from the Pacific and South Asia are most likely to be employed overseas, while those from North America and East Asia are most likely to return to their home country after the completion of their studies. For Asians, the United States is the most common place of overseas employment, but less than half are actually in the United States. Other common locations include Canada, Australia, New Zealand, and Singapore.

Fifteen percent of the alumni have changed their citizenship since completing their studies under East-West Center grants. The majority of these are former Asian nationals who took up American citizenship. But as indicated in Table 3.13, there are other patterns of significance.

An impressive level of contact is maintained among alumni. Twenty percent report frequent contact with other alumni, while 65 percent say

Table 3.11 Current Prominent Student Alumni

	East Asia	SE Asia	South Asia	Pacific	U.S.	Other	Total
<i>Government</i>							
Heads of State				1			1
Ministerial Level, Members of Parliament	1	2	2	6	2	1	14
Heads of Provincial Units, Cities	2			3			5
Key Government Officials	<u>16</u>	<u>23</u>	<u>20</u>	<u>14</u>	<u>13</u>	<u>2</u>	<u>88</u>
Government Subtotal	19	25	22	24	15	3	108
<i>Education</i>							
Heads of Universities, Colleges	1	2	1	1	1		6
Deans, Vice Presidents, etc.	12	21	3	3	4		43
Key University Officials	<u>8</u>	<u>16</u>	<u>4</u>	<u>6</u>	<u>10</u>	<u>1</u>	<u>45</u>
Education Subtotal	21	39	8	10	15	1	94
<i>Business</i>							
Chief Executive Officers, Presidents	3	4		1	12	1	21
Vice Presidents, etc.	11	8	1	2	9	1	32
Key Managers	<u>8</u>	<u>2</u>	<u>1</u>	<u>—</u>	<u>5</u>	<u>—</u>	<u>16</u>
Business Subtotal	22	14	2	3	26	2	69
<i>International</i>							
Key International Officials	1	6	5	1	4	2	19
Total Prominent Student Alumni	63	84	37	38	60	8	290
Estimated Proportion Currently Prominent	8.0%	11.0%	8.0%	15.0%	6.0%	—	8.0%

Table 3.12 For Those Employed Outside of Their Country: Country of Current Employment

East Asia	17.9% (47 of 263) are employed in foreign countries; the foreign-employed are in	
	Australia	2.0%
	Canada	8.5
	Hong Kong	8.5
	Korea, Mexico, Nigeria	2.1
	Philippines, Singapore	4.3
	United States	66.0%
Pacific	45.6% (26 of 57) are employed in foreign countries; the foreign-employed are in	
	Australia	11.5%
	Korea	3.9
	New Zealand	7.7
	Singapore, United Kingdom	3.4
	United States	53.9%
Southeast Asia	30.5% (82 of 269) are employed in foreign countries; the foreign-employed are in	
	Argentina, Brazil, Japan	1.2%
	Australia	4.9
	Canada	6.0
	Hong Kong, Philippines	2.4
	Malaysia	3.7
	Singapore	7.3
	United States	65.8%
South Asia	40.4% (36 of 89) are employed in foreign countries; the foreign-employed are in	
	Australia, Bangladesh,	1-3 in each country
	Canada, Japan, Nigeria,	
	New Zealand, Philippines,	
	Rwanda, Singapore, Taiwan,	
	Thailand, United Kingdom	
	United States	30.6%
United States	16.5% (53 of 320) are employed in foreign countries; the foreign-employed are in	
	Australia	9.4%
	Canada	11.3
	Central African Empire	1.8
	Federated Micronesia	5.6
	Hong Kong	7.6

Table 3.12 (continued)

India	11.3
Japan	18.9
Korea	5.7
Malaysia	1.9
Marshall Islands	1.9
New Zealand	3.7
Philippines, Singapore, Thailand, Taiwan, United Kingdom	3.7 each

Table 3.13 Change of Citizenship

East Asia	20 changed their citizenship to:
	Australia 5.0%
	Canada 15.0
	Hong Kong 5.0
	Singapore 10.0
	United States 65.0
Pacific	4 changed their citizenship to:
	All to United States
Southeast Asia	47 changed their citizenship to:
	Australia 5.0%
	Canada 9.0
	Japan 2.0
	France 2.0
	Malaysia 2.0
	Singapore 4.0
	United Kingdom 2.0
	United States 74.0
South Asia	16 changed their citizenship to:
	Australia 13.0%
	Bangladesh 25.0
	Canada 44.0
	Pakistan 6.0
	United States 13.0
United States	3 changed their citizenship to:
	All to Canada

they have been in touch with at least one alumnus over the past year. Fifteen percent report no contact. Among non-American participants, it would appear that the Center experience is related to a positive feeling towards the United States; for example, the majority say they have or are thinking of sending their children abroad for education, and nine out of ten of those who consider sending their children overseas indicate that they would most prefer to have their children study in the United States. Many American alumni also express an interest in sending their children abroad for at least a part of their school life.

4

CHANGES OVER TIME

Over the twenty-five years since the Center was established, both Asia and the United States have undergone momentous changes. Asia has moved from the turbulence associated with revolutionary and nationalistic movements into a contemporary phase of political stability and sustained economic growth. The economies of most Asian nations have developed at a more rapid rate than the American economy, and the volume of economic and other exchanges between Asia and the United States has steadily expanded. The United States, once preoccupied with aiding Asia's new nations in their take-off, has endured the pain of the Vietnam War and is now seeking new relations with Asian nations based on mutual benefit.

THE CHANGING STUDENT

The type of student coming to the East-West Center reflects the prevalent trends towards greater stability and pragmatism. As already noted in Chapter 3, over time the average age of grantees has increased, more have already been overseas before, more are married and bring their families, more especially among the Asians take leave from an established job to come to the Center for studies, and more have the qualifications for pursuing the Ph.D. program. *To illustrate these changes*, we present in Table 4.1 statistics on several characteristics of Asian and American students from *two extreme periods*, the early sixties when the Center was first founded and the late seventies when the Center became formally autonomous from the University of Hawaii. The trends of change in student composition suggested by comparing these two periods have, in most cases, become more evident during the eighties.

Table 4.1 Comparison of Background Characteristics of Early Sixties and Late Seventies Grantees, by Home Area

	Asians		Americans	
	Early 60s	Late 70s	Early 60s	Late 70s
Age on Arrival	27.5 yrs.	28.7 yrs.	24.1 yrs.	27.2 yrs.
Female	28.5%	32.1%	40.7%	33.3%
Married	38.6%	50.0%	16.3%	33.3%
Married and Accompanied by Spouse and Children	6.9%	27.1%	13.9%	14.5%
On Leave from Employer	60.5%	61.3%	4.6%	8.4%
On Paid Leave from Employer	33.7%	40.6%	1.2%	4.2%
Enter Ph.D. Program at UH	8.1%	34.9%	9.3%	12.5%

These changes in student composition are, at least in part, a reflection of the Center's decision to develop institutes and focus on policy research as a means for promoting mutual understanding. As the Center has shifted to more focused research areas, the type of student who has applied and has been selected has changed.

FACTORS INFLUENCING ALUMNI EVALUATIONS

In the sections below, we will be reviewing various attitudes towards the Center expressed by successive cohorts of respondents. The changing composition of these cohorts is one factor bearing on their attitudes. Older, more mature students expect a more comfortable life-style and presumably have higher expectations of instructors than do younger students.

In that our survey asks students to recall how they felt about the Center while here, a second factor bearing on their answers is the "accuracy" of their memories. Those who have only recently completed their Center experience certainly have sharper memories, and being younger we might postulate their memories are more critical. In contrast, it is likely that the memories of the older alumni have mellowed.

It is important to mention the above two factors as we turn to review differences in the evaluations of early and more recent cohorts as, in most cases, the more recent cohorts are more critical of the Center. However, as we have indicated above, there are two other equally plausible reasons that have to be considered, the changing composition of students and the mellowing of memory for the older cohorts.

CHANGING ATTITUDES

Table 4.2 contrasts several of the attitudes of two extreme groups of former grantees, those who came to the Center during its foundation era from 1960 through 1965, when all was new and experimental, with those who came between 1976 and 1980, immediately after the Center redefined its formal relationship with the University of Hawaii. The statistics for the intermediate years are left out as they generally fall between the two extremes; also, statistics for the post-1980 alumni are not reported as the number is still relatively small. The table also differentiates the responses of Asians and Americans.

In terms of their appreciation of the Center experience, all of the groups are in agreement. Nine out of ten in each group agree that the Center left an impact on their lives. Similarly, two out of three in each group say they would strongly recommend the Center to others. So there is no decline in overall regard for the Center.

However, when we turn to particular aspects of Center experience, there are divergences in attitudes. To highlight these differences, we report in Table 4.2 only the proportion who *strongly* agree with each statement; a similar pattern would be evident if we focused on those who strongly disagree.

Two broad trends are apparent: (1) For all aspects, the evaluations of the sixties cohort are more positive than those of the more recent cohort, and (2) the evaluations of Asians tend to be more positive than those of Americans. Our discussion will turn to four groups of attitudes:

Quality of Life. Two of the attitude questions probed the students' feelings about the quality of their life at the Center:

- the stipend provided was sufficient for my needs;
- my living accommodations during the award period were satisfactory for my needs.

Concerning these aspects, the Americans were more satisfied both in the sixties and seventies. The Center's standard provisions included travel to and from Honolulu, tuition payments, an allowance for book purchases, a free dormitory room, a subsistence-level stipend, and staff support that compared well with most award packages available to American students. Moreover, in that most American students were young and single, these provisions proved quite adequate. However, for many Asian participants who were older and more likely to have already been earning a salary in their home countries before coming to Hawaii, these provisions seemed insufficient, especially taking into account Hawaii's high cost of living. For those Asians who brought their families and had to live

Table 4.2 Comparison of Percentage Who Strongly Approve Various Aspects of East-West Center Experience in Early Sixties Versus Late Seventies, by Home Area

	Grantees from Asia			Grantees from U.S.A.		
	Early 60s Group*	Late 70s Group**	Difference	Early 60s Group*	Late 70s Group**	Difference
<i>Overall</i>						
EWC had a major impact on my personal and/or career development	96%	87%	-9%	93%	90%	-3%
I strongly agree I would recommend the East-West Center grant to others	65	62	-3	69	50	-19
<i>Quality of Life</i>						
The stipend was sufficient	30	11	-19	52	17	-35
Living accommodations were satisfactory	43	21	-22	55	19	-36
<i>Cross-Cultural Experience</i>						
Opportunities for cultural exchange	39	28	-11	52	25	-27
Opportunities for intellectual exchange	39	26	-13	51	21	-30
Gained a deeper understanding of Asian cultures	39	30	-9	69	44	-25
Gained a deeper understanding of American society	46	37	-9	24	8	-16
<i>Facilitation of Studies</i>						
Information was accurate	14	9	-5	14	6	-8
EWC activities integrated with degree program	31	15	-16	43	15	-28
EWC staff helpful	46	30	-16	41	19	-22
EWC and UH staff work together	40	23	-17	26	13	-13

Quality of Education

Opportunity to gain scientific knowledge and skills	60	47	-13	31	25	-6
Received an excellent graduate education	38	29	-9	30	17	-13

Relevance

Professional skills	52	19	-33	36	19	-17
Interpersonal skills	36	9	-27	34	15	-19

Note: *Early sixties are those arriving from 1960 to 1965.

**Late seventies are those arriving from 1976 to 1980.

off-campus, real hardship was often experienced. Thus, it is not surprising that Americans were more satisfied than Asians.

Considering the differences between the early sixties and late seventies group, it is apparent that both groups have become less satisfied with these provisions. In part this is because the objective value of the award package, after adjusting for inflation, decreased somewhat. In 1965, the basic monthly stipend for food and incidentals was \$150. In 1980, the stipend had increased to \$290. However, during the same fifteen-year period, the Honolulu inflation index had increased by 234 percent while the stipend had increased by 193 percent. Therefore, the 1980 stipend should have been \$350 in order to keep up with inflation since 1965.

To balance this observation, over this same fifteen-year period, support for participant spouses and families significantly improved. By 1980, off-campus housing allowances were provided and health insurance coverage included spouses and dependents. Neither was provided in 1965. Finally, since 1980, the Center has carried out a systematic annual review of stipends and allowances in order to ensure that they are kept in line with inflation and other comparable scholarship programs.

In addition, the declining satisfaction may stem from the changing composition of the students, and especially the increasing proportion with families, a topic that will be elaborated on in greater detail in subsequent chapters.

Cross-cultural Experience. Four questions were designed to probe students' feelings about opportunities to understand other cultures:

- I was able to make friendships with people from many countries during the award period.
- I found the opportunities for cultural interchange to be equal to what I had expected.
- I found the opportunities for intellectual exchange with people from other countries to be equal to what I expected.
- I gained a deeper understanding of the nature of Asian and Pacific societies.
- I gained a deeper understanding of American society.

On the first three of the four questions, the Americans of the sixties expressed somewhat greater satisfaction than the Asian grantees. For all of these questions, there was a substantial decline in satisfaction between the sixties and seventies, and in all cases this decline was more marked for Americans than Asians. As background for considering these results, we should recall that far more Americans than Asians are concentrated in the humanities and social sciences and came to enhance their cross-cultural understanding. As the Center's emphasis has shifted more towards policy issues in developing countries, explicit attention to the humanities

had diminished in the 1970s. Thus it is not surprising that the more recent cohort of American students are less satisfied. Concerning the opportunity to gain a deeper understanding of American society, the Asians were naturally more interested than their American counterparts and expressed greater satisfaction.

Facilitation of Studies. Four questions were designed to probe students' feelings about the arrangement provided by the East-West Center to facilitate their educational experience.

- The information I received before arrival provided a reasonably accurate indication of what I actually experienced.
- My EWC activities integrated well with the content of my degree program at the University.
- I found the East-West Center staff helpful when I approached them about professional questions.
- Generally the staff at the University and the EWC worked together to assist me in developing a meaningful program of study.

Concerning the first of these, the provision of information prior to the respondent's arrival, the Center apparently from the beginning had difficulty in communicating its programs. The respondents frequently complained that they accepted the Center's award only to find a program that had been discontinued or that was so far along that they were not allowed to participate. Few students were able to meet Center staff prior to arrival and thus could not obtain up-to-date information on what was ahead for them. The level of dissatisfaction with this feature of Center performance is deep and enduring. It would clearly be in the Center's interest to consider improvements in its approach to providing information to prospective students.

With respect to the remaining three areas, there are also broad similarities in the patterns of responses of the Asians and the Americans. For both groups there was a moderate level of satisfaction in the sixties which had substantially declined by the late seventies. It should be kept in mind that a major readjustment took place in student responsibilities with regard to the University of Hawaii and the Center which may have caused difficulties for some students. In the 1960s, the total academic responsibility of the students was to the University of Hawaii. EWC staff were simply coordinators. In the 1970s, EWC researchers were also involved in the total educational program of the students. This required a more complicated arrangement and more coordination. Since then, the new arrangements have somewhat stabilized, and hence so has the Center's ability to facilitate the educational experience of students. While the results are not reported in Table 4.2, the relatively small number of students in our sample who had entered the Center since 1980 and had completed their pro-

gram of study by the time of this survey reported a somewhat more favorable reaction to these questions than did the late seventies group. So it may be that some of the problems relating to University-Center relations have since been ameliorated.

Quality of Education. The final cluster of questions concerns the students' evaluation of the quality of education they received while in Hawaii:

- The EWC award provided a valuable opportunity to gain scientific knowledge and skills.
- I feel that I received an excellent graduate education in Hawaii.

The Asian students were more positive in their evaluations than the American students, especially to the first question. In the American scheme of things, the University of Hawaii is and has for some time been viewed as a second-tier educational institution. On the other hand, from an Asian perspective the quality of education provided at the University of Hawaii looks quite respectable. Of course, over time as Asian students have become more familiar with the American system, they have come to recognize the diversity of alternatives to Hawaii and the many places that provide, for particular fields, a greater challenge. The more recent groups, while more aware of the strengths and limitations of the University of Hawaii, doubtless took this into account when accepting the award. For both areas, the difference between the sixties and late seventies groups was minimal.

CONCLUSION

In terms of overall appreciation for the Center, there is no significant variation between the sixties and seventies. However, concerning some of the evaluations considered in this chapter, the alumni from the early sixties are more positive than those of the late seventies. This tendency is more evident among Americans than Asians. Doubtless, the mellowing memories of the older students accounts for a considerable part of the difference. But shifts in the character of the EWC also may play a role. The programmatic changes in the seventies placed more emphasis on professional skills. In that Asian students have been more interested than Americans in the professional side, generally speaking, they have accepted the changes. Thus, concerning most issues, the tendency of declining satisfaction is more evident among Americans than Asians. However, both groups feel that the Center has not adapted its living arrangements and stipends to the changing needs of students and has not adequately explained its programs to new candidates for admission to the Center.

5

THE CORRELATES OF DESIRED OUTCOMES

In our overview of student achievements and evaluations, we have found considerable variation among the students. Some highly evaluate their experience at the Center, have moved up rapidly in their careers, and believe the Center experience contributed to their success, while others are more critical. The Center cannot claim exclusive credit for the differential outcomes among students, whether favorable or unfavorable. Factors outside the scope of the Center experience also significantly contributed to these outcomes. However, through examining how features of the Center experience are related to these outcomes, some insights can be obtained concerning the Center's impact.

In approaching the question of impact, we first identified a list of outcomes that the Center strives to promote. These include:

- Good living conditions
- Opportunities for improving mutual understanding
- Facilitation of a successful educational experience
- Successful job placement after completing the award
- Work fulfillment and advancement
- Internationalism
- Favorable regard for the Center

All of these, with the possible exception of internationalism, are undeniably desirable outcomes. Thus, it is both interesting and relevant to ask, what is positively associated with their realization? To address this question, a variety of measures for these outcomes were included in the questionnaire. For example, as already indicated in Chapter 4, students were asked two questions about the adequacy of their living conditions: if the stipend was adequate and if the living accommodations provided by the Center were comfortable. Combining these two questions enables

the creation of an indicator of good living. In a similar manner, reasonable indicators were created for most of the other outcomes. The details behind the construction of these outcomes are summarized in Appendix B.

To gain insight into the Center's contribution to each of these outcomes, several characteristics of Center policy that may have bearing on the outcome were identified: these included the nationality of students, their age, their family and employment relations, the degree level of their award, the institute with which they were affiliated, and their field of study. The relation between each outcome variable and the policy variable was first examined by means of cross-tabulations. Then the policy variables were converted into a form suitable for use in correlational analysis and a correlation matrix was developed, as reported in Appendix C. To enhance the currency of the results, *the analysis was restricted to students who came to the Center since 1970.*

The results of this statistical analysis can be approached from two directions. First, to gain a richer understanding of what leads to different outcomes, we can go "down" the matrix reviewing the correlates of each outcome. Secondly, we can alter our perspective to focus on those Center structures that seem to have the greatest impact on students. The first of these perspectives will be pursued in this chapter, while the structures will be highlighted in Chapters 6 and 7.

GOOD LIVING CONDITIONS

In Table 5.1, those policy variables that had a significant correlation with the indicator of positive feeling towards living conditions and stipend are listed. The Center's facilities were originally designed for undergraduate students, and those among the students who most approximate undergraduates are most positive about their living conditions. The young single students studying for a master's degree are most positive. In contrast, the older students who are already established in their careers, come to the Center on leave from their employer, and bring their spouse and children are least satisfied. American students, as they are more likely to resemble the former type and also because the East-West Center's award competes favorably with other U.S. graduate study fellowships, are more satisfied than Asian students with the living conditions provided by the Center.

Earlier arrivals were more satisfied than more recent arrivals, as earlier arrivals were more likely to be single, unmarried, independent of employers, and entering the master's program. Insofar as the characteristics of future Center students follow recent trends, dissatisfaction with living conditions will probably continue.

Table 5.1 Indicators Associated with a Positive Feeling Towards Living Conditions and Stipend*

Those Satisfied with Living Conditions (r in parenthesis)	Those Dissatisfied with Living Conditions (r in parenthesis)
U.S.A. (.11)	East Asia (-.11)
Female (.20)	More recent arrival (-.20)
Single (.20)	Older grantee (-.13)
Master's student (.10)	Accompanied by spouse and children (-.16)
Lives in Hale Kuahine (.26)	On leave from employer (-.10)
Finds opportunities for mutual understanding (.23)	Lives off-campus (-.15)
	RSI affiliate (-.10)
	PI affiliate (-.12)
	Social science (-.14)

*Only those relations where $p < .05$ are included.

RECEIVED A GOOD EDUCATION

The academic performance of students as measured by their grade point average was uniformly high. Americans did somewhat better, no doubt because they were familiar with the system, and those specializing in agriculture did somewhat better.

While actual grade point averages evidenced little variance, there were considerable differences with respect to the students' evaluations of their educational experience. As reported in Table 5.2, students in the social sciences were the most pleased with their educational experience, and those in the humanities least so; because of the small number of students in most departments, we do not report the results for that level of specificity. Older married students, especially those accompanied by their families, and those who had stable jobs before assuming the award were most appreciative of their educational experience. East Asians and Southeast Asians were most pleased, possibly because they recalled the quality of graduate education in their home countries, while Americans were the most critical, perhaps because they compared the University of Hawaii with their image of top schools elsewhere in the United States. Indeed, the best predictor of educational satisfaction is the students' acknowledgment that the East-West Center and the University of Hawaii were their first choice for advanced studies.

Table 5.2 Indicators Associated with Grantee's Feeling of Having Received a Good Education*

	GPA	Satisfied with education
East Asia		.13
Pacific		-.10
Southeast Asia		.14
U.S.A.	.20	-.21
Recent Arrival		-.16
Older Grantee		.22
Single		-.15
Married, Alone		.15
Spouse and Children	-.16	.18
Stable Job Before Award		.23
EWC First Choice		.27
Off-campus		.11
RSI		-.12
EAPI	.16	
PI		.10
Humanities		-.14
Social Science		.10
Agriculture	-.20	
Mutual Understanding	.16	.14
Current Job: Private Company	-.15	-.11

*Only those relations where $p < .05$ are included.

FACILITATION OF STUDIES

In the best circumstances, students find reinforcement for their studies in the guidance provided at the East-West Center and the activities provided there, such as in projects, fieldwork, and other activities. As reported in Table 5.3, to the extent students availed themselves of these special Center opportunities, they found that the Center facilitated their educational experience. However, it would appear that it was the older, more mature student who was most likely to find a way to relate what he was doing at the Center to his program of academic study. South Asian students reported the greatest satisfaction with the integration of the two experiences while Americans were least satisfied.

Table 5.3 Indicators Associated with Grantee's Feeling That the East-West Center Facilitated the Educational Experience*

	UH-EWC Cooperative		EWC Staff Helpful	
	Positive	Negative	Positive	Negative
South Asia	.12		.10	
U.S.A.		-.16		-.10
Recent Arrival		-.12		
Older Grantee	.15		.13	
Single		-.14		-.14
Married, Spouse Home	.17		.17	
Active Extracurricular			.12	
Active in Project	.17		.18	
Fieldwork	.12			
RSI		-.25		-.17
Finds Opportunities for Mutual Understanding	.25		.23	
Satisfied with Education	.40		.30	
Further Study	.12			

*Only those relations where $p < .05$ are included.

OPPORTUNITIES FOR MUTUAL UNDERSTANDING

Two indicators were developed to measure the students' perceptions of the Center's contribution to their ways of thinking about other cultures and world problems. The first, mutual understanding, reflects the students' sense that they had abundant opportunity to meet people from other cultures and share experiences. The second, value change, summarizes the extent to which the students actually believe their way of looking at other cultures and world problems was altered while at the Center. The policy variables that were significantly correlated with these two outcomes are summarized in Table 5.4.

In terms of opportunities, the most obvious finding is that they seem to have declined. Younger single female students were most positive about the opportunities, as were the students who indicated the East-West Center was their first choice for graduate study. Students from the United States and South Asia were most positive and those from East Asia least so. Several structural features of the Center seemed to enhance the opportunities for mutual understanding, notably participation in extracurricular activities, in projects, and in fieldwork. Students who lived in Hale Kua-

Table 5.4 Indicators Associated with a Positive Feeling Towards Opportunities for Mutual Understanding and Perception That Their Values Had Changed*

	Associated with Mutual Understanding		Associated with Values Changed	
	Positively	Negatively	Positively	Negatively
East Asia		-.16	.12	
South Asia	.13		.11	
U.S.A.	.10			-.18
Recent Arrival				-.15
Older Grantee		-.14		
Female	.19			
Single	.13			
Spouse and Children		-.14		
EWC First Choice	.16			
Hale Kuahine	.18			
Living Off-Campus		-.13		-.10
Active Extracurricular	.30		.11	
Active Project	.12			
Field Work	.11			
Stable Job Before			.10	
Prior Work Overseas				-.10
High TOEFL				-.23
CLI				-.12
Mutual Understanding			.26	
Satisfied with Education	.14		.17	

*Only those relations where $p < .05$ are included.

hine reported more opportunities than those who lived off-campus. And those who reported satisfaction with their education were also more likely to find opportunities for mutual understanding.

Opportunities for mutual understanding as well as a satisfying educational experience (reported below) were the factors most closely associated with value change. Also, younger students who lived on campus and were active in extracurricular activities reported more value change. American students and those in the Culture Learning Institute reported the least value change, and this may be because their values had already shifted in the indicated directions (towards, for example, a concern with problems of Third World countries, a desire for international peace, a wish to find

solutions to global problems and towards a respect for historical and cultural achievements of other nations).

As can be seen, the profile of the students who were satisfied with opportunities for mutual understanding is almost the opposite of the profile for those students who highly evaluate their educational experience. In several respects, the educationally satisfied student approximates the type of student currently coming to the Center, older, more mature and established in a profession, who is more interested in advancing technical skills than in increasing cultural awareness. In contrast, the younger student not yet established in a career and less certain about professional goals is more interested in opportunities for mutual understanding and is more likely to report significant value change.

FOLLOWING THE AWARD

About one-fifth of the students went on for further study after completing their East-West Center program. As indicated in Table 5.5, younger students who had not had a job before and who had no children were more likely to seek further study. Americans were more likely than Asians to take this step.

For most students, the first concern after studies was to obtain a job. Table 5.6 summarizes the correlates of speed in obtaining a job. Asians, especially from East and Southeast Asia, were most successful in quickly

Table 5.5 Indicators Associated With Likelihood That Grantee Goes On For Further Study*

	Positive	Negative
Southeast Asia		-.13
U.S.A.	.15	
Recent Arrival		-.22
Older Grantee		-.20
Spouse and Children		-.11
Stable Job Before		-.16
Master's Student	.20	
Active Extracurricular	.14	
RSI		-.11
Language	.11	

*Only those relations where $p < .05$ are included.

Table 5.6 Indicators Associated with Successful Job Placement After Leaving the Center*

	Speed In Getting Job	First Job In Managerial Level	First Job In Own Country
East Asia	.10		.09
Southeast Asia	.15	.15	.09
U.S.A.	-.16	-.22	-.10
Older Grantee		.15	
Female	-.13		
Married, Spouse Home			.11
Stable Job Before	.19	.13	
On Leave			.10
Prior Work Overseas			-.19
Ph.D. Study		-.13	
Active in Project		.13	
CI	.10		
EAPI		-.16	
PI	-.11		
Satisfied with Education		.18	.10
Current Job: University		-.10	

*Only those relations where $p < .05$ are included.

obtaining a job, while Americans were the least successful. Previous work experience was related to speedy placement in a post-award job.

Asians, especially those from Southeast Asia, were more likely to obtain a job with management responsibilities. Their chances were augmented by their greater likelihood of having prior work experience and their older age.

The great majority of students obtained their initial post-EWC jobs in their home countries. Indeed, Americans were more likely to go overseas for their first jobs than were Asians to go to the United States; as will be noted below, this pattern reversed for subsequent jobs. Having left a spouse in the home country and being on leave from an employer were two powerful magnets pulling students home. On the other hand, students who had prior work experience outside their home countries were more likely to obtain work in a country other than their own.

CAREER FULFILLMENT

Students were somewhat restrained in their evaluations of the relevance of the East-West Center experience for their work. In general, as seen in Table 5.7, the longer a person was away from the Center the greater his estimation of the Center's relevance.

Asians were most positive about the relevance of the training in scientific skills they acquired at the Center. Students who were older and ar-

Table 5.7 Indicators Associated with Career Fulfillment*

	Skill Training Relevant	Cross- Cultural Training Relevant	EWC Experience Contributes to Advancement	Promoted
East Asia	.11		.10	-.16
Pacific	-.11			
Southeast Asia	.11			
South Asia	.10			
U.S.A.	-.21			.19
Recent Arrival		-.10	-.10	-.20
Older Grantee	.24		.10	-.13
Single	-.20		-.15	
Married, Spouse Home	.19			
Stable Job Before	.16			
EWC First Choice			.18	
Ph.D. Study	-.16			
Hale Manoa		-.10	-.11	
Active Extracurricular				.10
Active in Project	.18	.12	.16	
Fieldwork		.10		
EAPI			.13	
Humanities	-.11			.10
Social Science			.12	
Engineering			-.14	
Mutual Understanding		.13	.15	
Satisfied with Education	.28	.13	.34	
Current Job: University			.12	-.22
Current Job: Government				.12
Current Job: Private company	-.16			.17

*Only those relations where $p < .05$ are included.

rived at the Center from a stable job seemed to profit more in terms of skill development, as did those who were active in projects and highly appraised the education they obtained at the University of Hawaii. Virtually the same characteristics describe the students who said the East-West Center experience contributed to their advancement in their careers. However, when we look at a simple objective measure of advancement, those moving from a technical to managerial role, there was one significant difference: Americans were more likely than Asians to report this type of in-career mobility. Apparently, Americans tended to start their careers at lower positions than their Asian counterparts and thus were more likely to advance across the years. Also, while those working in universities were more likely to speak of the relevance of their East-West Center experience, those now working in private companies were more likely to have experienced promotion from the technical to the managerial.

INTERNATIONALISM

Table 5.8 lists the correlates of several indicators of international involvement of Center students. Approximately one-quarter currently work in a country other than their home country, and generally those who came to the Center when they were young and who sought a master's degree were more likely to choose this route. While the differences by region in likelihood of working overseas are not statistically significant, it is nevertheless interesting to see where former students are now working. Table 3.12 listed these places by region. For most regions, the most common place is the United States. However, among former students from South Asia, nearly as many work in Canada as the United States.

About 15 percent of the students have changed their citizenship since leaving the Center. East Asians and Americans are least likely to change and Southeast Asian and South Asians most likely to change. Table 3.13 indicates the countries to which students from each region have changed their citizenship. Again the United States is the most common choice for all the Asian regions except South Asia, where Canada is more common.

One other measure of internationalism concerned the interest of respondents in allowing their children to study overseas. Over half indicated such an interest. East Asians and South Asians had the keenest interest in sending their children overseas for study, while Americans were the least interested. Generally, older students with stable jobs who had already exposed their families to overseas living while East-West Center students were the most interested in having their children study overseas.

Table 5.8 Indicators Associated with Internationalism*

	Now Works Overseas	Changed Citizenship	Sends Children Overseas
East Asia		-.10	.25
Southeast Asia		.14	
South Asia		.10	.11
U.S.A.		-.19	-.26
Recent Arrival	-.23		-.27
Older Grantee	-.12	-.10	.22
Female			-.28
Single			-.35
Married, Spouse Home			.14
Spouse Accompanies			.11
Spouse and Children			.30
Stable Job Before			.18
Prior Study Overseas		.29	
Master's	.11		
Ph.D.	-.12		
Hale Kuahine			-.16
Off-campus			.23
Social Science	-.16		
Science		.11	
High GPA		-.20	
Satisfied with Education		.13	.18
Further Study	.23		
Current Job: International Organization	.14		

*Only those relations where $p < .05$ are included.

RECOMMENDS THE EAST-WEST CENTER

A composite picture of many of the traits associated with positive feelings towards the Center comes from a review of the correlates of the students most willing to recommend the Center, as summarized in Table 5.9. There we find that older students who had stable jobs before coming to the Center and brought their families are among those most likely to recommend the Center. Also those students who considered the Center their first choice for graduate study, who were active in projects, and were satisfied both with the opportunities for mutual understanding and for a good education are among those most likely to recommend the Center to others.

Table 5.9 Indicators Associated with Willingness to Recommend East-West Center to Others*

	Positive	Negative
Pacific		-.11
Recent Arrival		-.17
Older Grantee	.10	
Spouse and Children	.12	
Stable Job Before	.15	
EWC First Choice	.20	
Active in Project	.14	
RSI		-.19
PI	.12	
Mutual Understanding	.28	
Satisfied with Education	.40	
Values Changed	.24	
Training Relevant	.18	
Helped Advancement	.22	
Children Study Overseas	.13	

*Only those relations where $p < .05$ are included.

6

SELECTING STUDENTS

Two broad sets of policy options are available to the East-West Center in shaping its degree study program: (1) who is selected and (2) how they are treated once at the Center. The alumni study provides some insights on the consequences of past decisions in these two areas. In this and the next chapter, we will summarize these insights.

Concerning the type of student selected for the Center, the study focused on eight different characteristics that were thought to have potential impact on the adaptation of students to the Center environment and could, in principle, be altered through modifications in the selection process. These characteristics are the student's region of origin, age, sex, family status, employment status before arrival at the Center, prior overseas experience, TOEFL score (for students whose native language was not English), and preference for the EWC programs to which admitted. Of these, five had significant relations with the students' satisfaction and performance both while at the Center and later in their careers.

REGION OF ORIGIN

Of the selection characteristics, the Center has perhaps shown greatest consistency in maintaining balance between the five subregions from which students come and, within these, the numbers from each individual country. Because of the small number of cases for many of the countries, we will only review the correlates at the regional level. Throughout the Center's history, approximately one-third of all students have come from the United States.

Table 6.1 compares the outcomes for students from the different regions. Overall, American students are most notable for their negative outcomes, followed by the students from the Pacific region. In contrast,

Table 6.1 Correlates of Region of Origin*

		Positive	Negative	
East Asia:	Satisfied with Education	.13	Good Living	-.11
	Values Changed	.12	Mutual Understanding	-.16
	Home Country	.09	Changed Citizenship	-.10
	Training Relevant	.11	Promoted	-.16
	Advancement	.10		
	Children Study Overseas	.25		
Pacific:			Satisfied with Education	-.10
			Training Relevant	-.11
			Recommends EWC	-.11
Southeast Asia:	Satisfied with Education	.14	Further Study	-.13
	Speedy Job Placement	.15		
	Home Country	.09		
	First Job Management	.15		
	Training Relevant	.11		
	Change Citizenship	.14		
South Asia:	Mutual Understanding	.13		
	UH-EWC Cooperation	.12		
	EWC Helpful	.10		
	Values Changed	.11		
	Training Relevant	.10		
	Changed Citizenship	.10		
	Children Study Overseas	.11		
U.S.A.:	Good Living	.11	UH-EWC Cooperation	-.16
	Mutual Understanding	.10	EWC Staff Helpful	-.10
	High GPA	.20	Satisfied with Education	-.21
	Further Study	.15	Values Change	-.18
	Promotion	.19	Speedy in Job Hunt	-.16
			Home Country	-.10
			First Job in Management	-.22
			Training Relevant	-.21
			Changed Citizenship	-.19
			Children Study Overseas	-.26

*Only those relations where $p < .05$ are included.

students from Southeast Asia and South Asia had the most positive outcomes. While American students are the most positive about the living conditions and stipend provided by the Center and the opportunities to share cultural experiences with other nationals, they were most critical

of aspects of the Center program, experience the least value change, had the greatest difficulty in obtaining jobs, and were least likely to say the training obtained while on award was relevant for their work.

South Asians were similar to Americans in their appreciation of the opportunities for mutual understanding. However, in contrast with the Americans, they were more positive about the helpfulness of the Center and were more likely to report their values had changed. Also, they reported the training they received at the Center was relevant.

Students from East Asia and Southeast Asia placed less emphasis on the opportunities for mutual understanding. On the other hand, they were more appreciative of the actual education they received and reported that it proved relevant in the work they later engaged in. The students from these two areas were more likely than other Asians to return to their home countries after completing their award.

AGE OF STUDENT

While the age of students at any given time has ranged considerably, the average age has gradually increased. Younger students express greater satisfaction with the living conditions. In contrast, older students are less enthusiastic about the level of stipend and the living conditions provided by the Center (Table 6.2).

Table 6.2 Correlates of Older Grantee*

	Positive	Negative
Good Living		-.13
Mutual Understanding		-.14
UH-EWC Cooperation	.15	
EWC Staff Helpful	.13	
Satisfied with Education	.22	
Further Study		-.20
First Job in Management	.15	
Promotion		-.13
Training Relevant	.24	
EWC Helps Advancement	.10	
Works Overseas		-.12
Changes Citizenship		-.10
Children Study Overseas	.22	
Recommends EWC	.10	

*Only those relations where $p < .05$ are included.

Younger students also are more pleased with the opportunities for meeting people from other cultures and learning about their cultures; moreover, especially the younger students from Asia are more likely to report that their values changed while at the Center.

Older students, both because they are less interested in the cultural understanding side of the East-West Center program and because they are more likely to live off-campus and have less access to the opportunities for cultural exchange, express less satisfaction with these opportunities and are less likely to report changes in their values.

Older students tend to have more clearly defined professional goals than their younger counterparts. Thus, they show more appreciation for the way the Center facilitates their education and express greater satisfaction with the quality of education provided them. Older students are more likely to move into a managerial job in their home country after leaving the Center and are more likely to retain their citizenship in their home country. They more readily report that the training they received at the Center was relevant for their work and that the Center experience contributed to their advancement. Not surprisingly, they are more likely than younger students to recommend the Center to others.

In sum, the younger students need less in terms of living conditions, are more eager to meet others, and are more impressionable. However, they have more difficulty in integrating into their societies after leaving the Center. Older students have clearer occupational and professional goals and thus seem to, or at least report that they do, make better use of the academic education and professional experience they receive at the Center.

MARITAL STATUS

Over time, the proportion of single students accepted by the Center has declined, and about one in seven of those who were single at the time they received the award married before its completion. Among the students who were married at the time they received their award, about one-third decided to leave their spouses in their home countries while the remainder brought their spouses and, if they had any, their children. Married students tended to be older, so many of their characteristics have already been summarized above. However, an important distinction needs to be made between those married students who come alone and those who bring their spouses and, if they have any, their children. Especially those who bring their children are dissatisfied with their living conditions; the reasons will be discussed in greater detail below when we consider the living circumstances that are available to them under existing Center policy. Despite the hardships they endure, married students are more posi-

tive about the education they receive, are more likely to favor an overseas educational opportunity for their own children, and are more willing to recommend the Center to others (Table 6.3).

Table 6.3 Correlates of Marital Status*

	Single	Married, Spouse Home	Spouse Accom- panied	Accom- panied by Spouse and Children
Good Living	positive			negative
Mutual Understanding	positive			negative
Further Study				negative
UH-EWC Cooperation	negative	positive		
EWC Staff Helpful	negative	positive		
Satisfied With Education	negative	positive		positive
Speed in Job Hunt				positive
Home Country		positive		
Training Relevant	negative	positive		
EWC Helps Advancement	negative			
Children Study Overseas	negative	positive	positive	positive
Recommends EWC				positive

*Only those relations where $p < .05$ are included.

STABLE JOB

Students who had stable jobs at the time they accepted the Center awards seem to make exceptionally good use of the Center experience. They seem to have a clearer idea of what they wish to obtain from their Hawaii experience. While the values of these students are less likely to change, they are more likely to profit from their education, have less trouble in finding a job (in their home country) on the completion of their award, and are more likely to apply the things they learned at the Center to their job. They are more likely to experience promotion in this job. Finally, they are more likely to recommend the Center to others (Table 6.4).

Table 6.4 Correlates of Stable Job Before Award*

Positive		Negative	
Satisfied with Education	.23	Goes for Further Study	-.16
Speed in Job Hunt	.19		
First Job Managerial	.13		
Training Relevant	.16		
Children Overseas	.18		
Recommends EWC	.15		

*Only those relations where $p < .05$ are included.

PREFERENCE FOR THE EASTWEST CENTER

The Center is now a reasonably well-established institution in the Asia-Pacific region whose strengths and limitations are known to a significant number of people. Many of those who accepted awards from the Center had taken the trouble to weigh the Center award's merits against alternate opportunities for overseas training and concluded that overall it provided the best opportunity for them. Those who report that the Center was their first choice for overseas study have exceptionally positive reactions to the way it carries out its core objectives of both promoting mutual understanding and facilitating a solid graduate education (Table 6.5). Those who considered the Center to be their first choice report that their experience at the Center contributed to their advancement and that they would recommend the Center to others.

Table 6.5 Correlates of East-West Center First Choice*

Positive	
Mutual Understanding	.16
Satisfied with Education	.27
EWC Helps Advancement	.18
Recommends EWC	.20

*Only those relations where $p < .05$ are included.

CONCLUSION

The choice about what kind of student to invite to the Center is not easy. On the one hand, it is possible to invite young impressionable students fresh out of school who have not yet established themselves in their respective societies; or on the other hand, it is possible to invite older students who have established jobs and families. Choices are available with respect to the national composition of students. The Center can hold an open meritocratic competition among applicants, or it can make selections based on its evaluation of the motivation of students for the Center and their fit with Center programs. The above discussion suggests some of the implications of these various alternatives.

7

THE IMPACT OF STRUCTURE

The East-West Center, out of its concern for promoting the cross-cultural sensitivity and professional development of its students, has developed several distinctive structures:

- common living facilities;
- a program of extracurricular activities;
- field studies and research projects to advance the goals of its several institutes;
- the institutes themselves, which are vehicles for the conduct of policy research, professional education, training, and cross-cultural interaction.

The continuation of these structures or their modification are a second set of policy options available to the Center. Thus, again focusing on the group who have arrived from 1970 onwards, it is useful to review the relative impact of these structures on former students.

STIPEND AND LIVING ARRANGEMENTS

The Center award to students includes free tuition, health care, special allowances for books and other necessities, a uniform stipend (currently \$384 a month), airfare to and from the Center, and living accommodations. Three different types of living accommodations are available:

Hale Kuahine is a relatively small, four-story dormitory designed with such features as common lounges and cooking areas that tend to maximize interaction among students; 19.1 percent of the post-1970 group lived in Hale Kuahine.

Hale Manoa is mammoth in scale, standing thirteen stories and with approximately 300 rooms. Common cooking areas are also provided, which on some floors facilitate interaction among students. However, overall the scale is so large that it tends to promote a more atomistic life-style. Of the post-1970 group, 55.6 percent lived in *Hale Manoa*.

Off-campus housing is a third alternative. Both single and double rooms are available in the above structures, so students and their spouses can be accommodated, albeit snugly. However, children are not allowed, so for students with children, off-campus housing is inevitable. Off-campus students rather than being given a free apartment are provided a modest housing allowance and encouraged to find their own place. This housing allowance, ranging from \$297 to \$481 a month depending on the number of dependents, is considered by the Center to be sufficient to enable students who live off-campus to live in close proximity to other Center students. Of the post-1970 group, 25.3 percent lived off-campus.

Among the outcome variables, students' perception of the quality of living has the most direct association with these three arrangements. Indeed, as summarized in Table 7.1, those who lived in *Hale Kuahine* are far more satisfied than those living in other settings; those living off-campus are the least satisfied. Where students live also affects other aspects of their lives. For example, in this study we found that *Hale Kuahine* residents reported superior opportunities for making friends with people from other cultures and for cross-cultural exchanges, whereas those living off-campus had fewer opportunities.

Living arrangements and stipends are a frequent topic of discussion among East-West Center students. For single students and married couples, the size of their living space (singles usually have a single room, while married couples usually have two rooms) and the quality of cook-

Table 7.1 Correlates of Residential Style

	Hale Kuahine	Hale Manoa	Off-Campus
Good Living	positive		negative
Mutual Understanding	positive		negative
Values Change			negative
Satisfied with Education			positive
Children Study Overseas	negative		positive

ing facilities is a concern. Eighty-five percent of the students think that students with children should be encouraged to bring their children, citing the estrangement that occurs otherwise and the value to the children of experiencing life in a different country. Also, accompanying spouses often take up degree study on their own and acquire valuable skills.

The following is a sample of student comments on the merits of bringing the spouse and children and the costs of not doing so:

It is too difficult to explain the emotional experience one has so it is best to share them as they occur. U.S.

My spouse became part of the East-West Center activities and considered himself as an adopted alumnus. He also earned his degree at the University of Hawaii. U.S.

Wife came but children stayed home. The wife's view of the world was broadened. But as for children, they were left with their grandmother and became emotionally attached to her. It took three years for them to feel close to us again. Korea

My two children were immensely benefited. They are now bilingual and they clearly excel other children in their studies. Sri Lanka

The present arrangements are not favorable to married students and especially those with children, forcing them to sacrifice financially and to live in relative isolation from other students. If the only consequence was to cause these students to be dissatisfied with the quality of their lives, there would be no cause for concern. But as noted in Table 7.1, these arrangements also seem related to the students' opportunities for cultural exchange, the likelihood of value change, their evaluation of the quality of their educational experience, and other outcomes. In that increasing proportions of Center students are married and prefer to bring their families, it may be prudent for the Center to reconsider its policies in this area.

INVOLVEMENT

A number of structural features at the East-West Center are specifically designed to promote interaction among students. Certainly, the mixing of different nationalities in common living areas is high on this list. Also the Center sponsors a wide variety of extracurricular activities both in the lobbies of the living areas and at other facilities so as to promote cross-cultural understanding. These include small parties; films and lectures on the different societies; discussions of current events; an international film festival; an international fair where the members of each society

prepare exhibits of national handicrafts, cuisine, art, and even dances; and an international olympics where the students compete against each other in a variety of events. Student participation in these events is optional, but many get quite involved as they came to the Center especially with the hope of learning about other societies. Some 21.8 percent of the post-1970 group indicated they were very active in the extracurricular program, and an additional 60.8 percent indicated they were somewhat active. Younger single students at the master's degree level were most likely to be active.

As the Center came to place greater emphasis on policy research, a variety of projects were created which enabled students to work together with Center researchers on solving research issues; 45.5 percent said they had participated in projects, with those at the Ph.D. level more likely to participate than master's students. Students in the social sciences and agriculture were most likely to participate in projects, while those in the sciences and health sciences were the least likely. In the Center, project participation was highest in the Culture Learning and the Environment and Policy Institutes and lowest in Open Grants (which, unlike the institutes, has no research program). Students from South and Southeast Asia were the most likely to say they had participated in Center projects. The level of participation was greatest in the mid-seventies and has subsequently fallen off.

Finally, a select group of students receive special awards to leave Hawaii for a number of months and carry out field work in one or more countries of their choosing. 55.6 percent said they had been sponsored for field trips; Ph.D. students were the most likely to enjoy this privilege.

Table 7.2 lists the outcome variables that have significant correlations with degree of participation in these three different structures (extracurricular activities, project involvement, and field work). Two features of the table are immediately obvious: (1) each of these structures has significant relations with a wide variety of outcomes, though involvement in projects has the most extensive impact and (2) the relations are all in the preferred direction. That is, to the extent a student is involved in these structures, the student finds greater opportunity for mutual understanding and indeed reports a higher level of value change, has a higher regard for the Center's efforts to facilitate his educational experience, is more likely to regard both the professional and cross-cultural training received at the Center to be relevant in his work, has both experienced career advancement and believes the Center experience contributed to this advancement, and is prepared to recommend the Center to others.

It is apparent that these structures (extracurricular activities, project involvement, and field work) have had a powerful and desirable impact on students.

Table 7.2 Correlates of Involvement

	Active in Extracurricular	Active in Project	Supported for Field Work
Mutual Understanding	positive	positive	positive
UH-EWC Cooperation		positive	positive
EWC Staff Helpful	positive	positive	
Further Education	positive		
Values Change	positive		
First Job Management		positive	
Promoted	positive		
Professional Training Relevant		positive	positive
Cross-Cultural Training Relevant		positive	positive
EWC Helps Advancement		positive	
Recommends EWC		positive	

The following is a sample of student comments on these structures:

The experience to study and live together with people from different origins really helps me a great deal as a career diplomat. Taiwan

My experience as a researcher in the field of institution building on adoptive technology centers at a number of Pacific countries helped me to develop a graduate school of international management and a center of international education/technical cooperation at my university after I resumed my faculty job. Korea

U.S. field study extremely valuable. Understanding of U.S. social and political fabric of great value. Much greater than the "intercultural" experience which (is) limited by very conventional mode of Asian participants. Korea

One of my activities concerns establishing a network of academic exchange between my university and those of the neighboring nations in the field of tropical biology. My experience at the East-West Center and the friendships developed there have profound influence on these activities. Japan

INSTITUTES

A final structure which requires mention is the institutes. Students usually are attracted to the Center because of the programs announced by one or the other of these institutes. Upon being admitted to the Center,

most students affiliate with one of these institutes and establish many of their personal contacts with the staff and students of that institute. In the best of worlds, the student's institute facilitates the program of studies at the university and reinforces that study with relevant opportunities for professional dialogue and even participation in institute projects. But, of course, this ideal is not realized for all students. Students vary considerably in their opinions about the institutes.

The alumni study suggests that the relatively small number of students who participated in the Environment and Policy Institute hold it in high regard and moreover believe it has contributed to their later achievements. In contrast, the somewhat larger number who have been affiliated with the Resource Systems Institute are less enthusiastic about their institute experience and less certain about its contribution to their post-Center days. To some degree, these differences can be attributed to the differences in the types of students who have affiliated with the respective institutes. EAPI was more likely to receive older students aiming for an academic career and well-tuned to the opportunities provided by the institute. In contrast, RSI was more likely to draw younger students (disproportionately from the United States) who were interested in using the Center experience as a stepping stone into careers in the private sector and government; thus the RSI students may, from the beginning, have had less interest in the institute. The study does not provide enough information to identify the experiences behind these differential evaluations, but it certainly points to the merits of such an inquiry. Apparently, the particular institute a student affiliates with does have a significant impact on the student's likelihood of profiting from the Center experience (Table 7.3).

CONCLUSION

As noted at the inception of this study, the experience of East-West Center students is shaped by several structures that are unique to the Center. We have seen in this chapter that these unique structures do have an important impact on a variety of intended outcomes including the development of international friendships, the enhancement of understanding of other cultures, value change, and the relevance of professional training. To the extent students encounter obstacles to full participation in these structures (e.g., married students with children who live off campus), the Center's impact is less.

Table 7.3 Correlates of Institutes

	CI	CLI	RSI	EAPI	PI	OG
Good Living			N			
UH-EWC Cooperation			N			
EWC Helpful			N			
High GPA				P		
Satisfied with Education			N		P	
Further Study			N			
Values Change		N				
Speed in Job Hunt	P					
First Job in Management				N		
EWC Helps Advancement				P		
Recommends EWC			N	P	P	

Key: P = Positive

N = Negative

8

COMPARISON WITH OTHER TRADITIONS

Thus far in this report we have focused exclusively on the nature and performance of the East-West Center's degree study program. In this chapter, we compare it with other traditions of U.S.-Asian educational exchange. The scale of the EWC program relative to the other traditions we will be discussing is estimated in Table 8.1. Since we have stressed the uniqueness of the East-West Center, our first task will be to compare its overall philosophy and structure with the other traditions. After reviewing the various traditions, we will examine the relevant evidence of their performance.

THE MAIN TRADITIONS OF U.S.-ASIAN EDUCATIONAL EXPERIENCE

The American Initiatives

Missionaries. One of the oldest traditions of American-supported student exchange is that concerned with introducing Christianity to Asia. The early settlers came to America to build God's kingdom on earth. Once America achieved independence, numerous restless souls sought to extend this mission throughout the world. Many of the earliest Americans to visit China, India, and Japan following its opening were missionaries. As each successive Asian country opened its doors, missionaries arrived.

The first phase in foreign missionary work involved learning the foreign language and establishing a congregation. Once a certain momentum was established, the missionaries sought to learn more of the local culture and create the foundation for wider propagation. Thus the Bible was translated, and mission schools were established. It has been esti-

Table 8.1 Estimated Volume of Asian-American Educational Exchange Accounted for by the American Traditions, 1983

	Asia to U.S.		U.S. to Asia	
	Student	Total	Student	Total
Missionary	1,000	1,000	—	—
Technical Assistance				
AID	544	1,140	—	—
Peace Corps	—	—	—	1,100
Other	—	1,059	—	191
Foundation	50	50	20	20
East-West Center	120	890	28	28
Fulbright, Fulbright-Hays	267	687	75	1,286
Information	—	319	—	300
Military Assistance	300	2,000	—	300
NDEA	—	—	30	30
Competitive Business	—	—	20	50
	2,281	7,145	173	3,305
Total Volume of Exchange	106,000	117,005	2,245	7,739
Volume Not Accounted for by the American Traditions	103,719	109,860	2,072	4,434

Sources: 1) *OPEN DOORS '82-83*

2) U.S. Government Exchanges Coordination Unit, USIS, "U.S. Government Sponsored Exchanges with East Asia and the Pacific," August 10, 1984.

lated that 250,000 Chinese had been educated in Christian colleges and middle schools by 1945; possibly one-third that number were educated respectively in the Christian schools of Japan and India (Burnstein, 1968; Isaacs, 1980). Many of the schools founded during that period command considerable prestige today: for example, Doshisha, Aoyama Gakuin, and the International Christian University in Japan, Ewha Women's University in Korea, and The American University in Beirut.

Over time, the missionaries sought to withdraw physically from their foreign missions and turn the work over to locals. To nurture local leadership, the outstanding students from the mission schools were selected for further study in the seminaries of the American motherland. Special Bible schools such as Wheaton in Ohio were established where the native students could work with American missionaries in their theological studies and in the translation of religious materials. By 1945, more than 5,000 Chinese had been educated in such schools and possibly 2,000 In-

dians (Isaacs, 1980:206). This tradition continues on a smaller scale to the present.

Technical Assistance. Up to World War II, the United States government avoided complex involvement in the problems of foreign affairs. But as the war ended and the United States faced the prospect of postwar relations with a vastly weakened Europe, strategic thinking came to recognize the need for rebuilding Europe. The eventual outcome was the Marshall plan involving extensive reorganization of the European economies and large amounts of capital and technical assistance.

As postwar relations became polarized into cold war and the United States witnessed the fury of Communist-inspired revolution in China and insurrection in Greece and Turkey, strategic planning broadened. Peace and freedom, it was argued, would depend on worldwide development, and the United States, as the richest and technologically most advanced society, would have to take the lead in establishing the conditions for this development. This new argument was boldly announced in President Harry Truman's inaugural address where after affirming his commitment to supporting the United Nations, world economic recovery, and the need to "strengthen freedom-loving nations against the dangers of aggression," he continued,

Fourth, we must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas.

This position led in 1950 to the passage of the Act for International Development and the establishment of what widely came to be known as America's Point Four Program of technical assistance. The Agency for Overseas Development (now USAID), attached to the State Department, became the implementing body.

For many of its projects, USAID defined the objective and then negotiated a contract for its implementation with an American university, usually of the land grant group. These contracts included provisions for new technology, field consultants to manage the technology's introduction, and participant training so that key practitioners from the receiving society could acquire the skills and knowledge essential for using the technology. A substantial part of participant training involved sending Third World people to the United States for either short-term training or degree study at the contracting American higher education institution. Annually at least 1,000 people were sent from Asia to the United States on this basis. Others were sent to nearby countries that already had achieved a certain level of technical proficiency such as Taiwan and Japan. USAID participant training focused mainly on fields related to rural development such as agriculture, population and health, and education.

While USAID has always been the primary federal mechanism for technical assistance, other government agencies have also been involved, including the Department of Agriculture, the Department of Labor, the Department of Commerce's Small Business Administration, and the Bureau of the Census.

Following the leadership of the United States, the World Bank was established in the mid-fifties to fund multilateral capital and technical assistance projects. Similarly, various UN agencies and the Asian Development Bank have provided extensive funding for technical assistance. Often, as in the case of USAID, a participant training component is included, and when the training involves overseas study, in at least half of the instances the trainees' destination is the United States.

USAID maintains reasonably accurate statistics on the number of individuals sponsored under its participant training agreements. In 1983, 1,140 came from Asia, of whom nearly half (544) enrolled as students in American institutions of higher education. Periodically, USAID has conducted evaluations (Gollin, 1969; Lee, 1981; Horne, 1985) of the experience of students sponsored under its programs, and these will be reviewed when we turn to compare the performances.

According to statistics compiled by USAID, none of the other U.S. government programs of technical assistance is currently sponsoring students for degree study. The international banks do not compile statistics on the number of students pursuing degree study under the auspices of their grants and loans.

Foundations. Concurrent with the inauguration of Point Four was the decision by America's foundations to address the problem of Third World development. The foundations sought to provide the cutting edge in development work. While having less money, the foundations were inclined to assume they had more wisdom than the U.S. government, and for that matter, the countries they were seeking to help. Thus the foundations were not hesitant to propose and implement their own remedies.

In the early years of their works, while engaged in practical areas of health and agriculture, many in the foundations decided that features of Asian culture such as other-worldliness, submission to authority, and collectivism were obstacles to modernism. Thus programs were launched to inform Asia concerning these handicaps and enhance the rationality of thinking and planning (Arnove, 1980).

Currently it is estimated that the foundations are supporting 50 Asian students for degree study in the United States. Both the Rockefeller and Ford foundations have supported major reviews of their degree-study programs (Coleman, 1984; Myers, 1983), to which we will refer in our discussion of performance.

Mutual Understanding. Many who experienced the First World War felt that it had been caused by a breakdown of communication between the different peoples of Europe. Thus parallel with the establishment of the League of Nations, a number of student exchange programs were established to increase the international-mindedness of young people. The basic assumption of these programs was that the individuals who participated would acquire by their cross-cultural exposure a broader understanding and greater respect for both their own and other cultures. Additionally, it was assumed that the foreign visitors would add a new viewpoint to the campuses they visited and in that way enhance the quality of those environments.

While most of the above programs were unidirectional, involving either a desire by individuals of one culture to learn about another culture or a concern by a society to familiarize foreigners with their national situation, following World War II the United States introduced a new program which emphasized the principle of mutuality. In the words of the program's founder, Senator Fulbright:

I believe that man's struggle to be rational about himself, about his relationship to his own society and to other peoples and nations involves a constant search for understanding among all peoples and all cultures—a search that can only be effective when learning is pursued on a world-wide basis. The educational exchange program is built on this premise, which, stated in another way, holds that America has much to teach in the world but also much to learn, and that the greater our intellectual involvement with the world beyond our frontiers, the greater the gain for both America and the world (Johnson and Colligan, 1965:vii).

The original Fulbright program obtained funds from the debts owed to the United States under the lend-lease program and other wartime credits. In numerous countries around the world, bilateral commissions were established to select outstanding local people and Americans who could benefit from studying, carrying out research, or teaching in the opposite country. From the beginning, the Fulbright program had an elitist character: the commissions sought to select key people and to place them in the best institutions.

While the Fulbright program typically supported foreign students for only one or two years, many could build on this experience to obtain scholarships or assistantships from American universities and thus acquire advanced degrees. At the same time that the Fulbright program contributed to the academic advancement of these scholars, the research they performed and the speeches and friendships they formed while in the United States contributed to American knowledge and understanding of their societies.

Similarly Americans going abroad on the Fulbright program were invariably grateful for the year free from their routine duties and enjoyed the opportunity of being subsidized to explore a foreign culture. Many of the Americans sponsored under the program developed a lasting interest in the countries they visited.

While more individuals have pursued degree study under the Fulbright program than under any other grant program, no one thus far has attempted an evaluation of this program or its participants or the environments to which they returned.

During the Kennedy era, two new departures within the mutual understanding tradition were the Peace Corps and the East-West Center. The former was an extension of the technical assistance theme to be described below, but relying on young Americans to provide assistance. Under this program, more than ten thousand young Americans spent two or more years in Asia, often in direct daily contact with local people. The program had a profound impact on the world view of these young people.

In contrast, the East-West Center was established in Hawaii as a special institution for promoting "technical and cultural exchange" between Asia, the Pacific and the United States. Funds were provided for several hundred Asian/Pacific and American youths each year to study and live together in the expectation that Hawaii's unique multicultural environment would promote a deep level of mutual understanding. We will be taking a careful look at this program later.

Over the postwar period, an increasing number of programs concerned with promoting cross-cultural understanding have adopted the principle of mutuality. The youth exchange programs such as Youth for Understanding and the American Field Service stress mutuality, and an increasing number of junior-year abroad programs are established through a reciprocal arrangement between two schools in two countries. As these reciprocal arrangements have multiplied, an ever broader sector of American higher education has come to receive foreign students.

National Security. While the United States has not in recent years felt it necessary to promote overseas study for the purpose of national development, a number of national leaders have indicated related concerns. Especially prominent has been the desire to establish effective arrangements with strategic allies around the world so as to guarantee international political stability. One important element in this strategy has been the negotiation of military assistance agreements with various foreign governments. In the immediate postwar period, military assistance was a small fraction of technical assistance, but it has expanded rapidly to the point where it currently constitutes two-fifths of all foreign assistance.

Military assistance agreements typically involve both the provision of military hardware and the training required to make effective use of the

hardware. Much of this training occurs at U.S. military installations, while some, especially that dealing with more theoretical and contextual questions, is subcontracted to American universities and corporations. More foreigners have come to the United States under military assistance than under any other particular program.

Complementing the policy of providing allies with advanced military techniques is a second element, that of obtaining information about potentially troublesome international situations and interpreting this information. The American foundations were among the first to articulate this necessity; in the Spaeth report of the Ford Foundation it was argued "that one of the first things the Foundation should do was to train, to devise ways to build up more competence in the United States about those areas in the post-War world we had to relate to in one way or another." As this argument was eventually developed, it proposed that the universities would be the ideal location for those wise men with special knowledge of isolated countries. In the wake of Sputnik, these ideas coalesced in the National Defense Education Act (1958), whose purpose was to "insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States." Along with science and mathematics, foreign languages were among the areas in which training was to be supported. Thus was born the foreign language and area studies fellowship program.

The substantial funds authorized in this legislation were used to establish numerous area studies centers across the country and provide fellowships eventually for more than 20,000 students. While the student fellowships under this program were limited to American citizens, center funds could be used for inviting foreign researchers. Many centers found other donors, especially foundations, willing to supplement the government funds, thus enabling varied and rich programs. Over time, the United States became the world center for the study of many parts of the world.

But problems gradually emerged in this wedding of national security interests with the missions of the autonomous universities. Especially from the mid-sixties, as the universities became the base for critical analysis of America's policies in Southeast Asia, government and Congressional critics began to reexamine the premise of NDEA.

Meanwhile, a glut of area specialists began to appear in the labor market due to a combination of saturation of the area specialist positions in the major universities and an oversupply of new scholars. While some graduates found employment in government and other places, many remain unemployed. These conditions have been extensively documented in a variety of studies (Lambert, 1973; McDonnell, 1983), on which we will be drawing in our review of performances.

The combination of declining government interest and employment problems created major morale problems for those involved in the study of foreign cultures. The quality of applicants to the area studies centers has since declined, and as one recent study puts it, America is searching for a new equilibrium "beyond growth."

While area studies at the major universities has declined, many lesser universities and colleges have established small programs, and the number of students going overseas under the NDEA program and other related programs is still quite substantial. But it is still unclear whether the national capacity to understand and deal effectively with foreign societies is as sharp as it was in the mid-sixties golden age of area studies.

Competitive Business. During the immediate postwar period, the United States was the world's leader in industrial productivity and international trade. In virtually every respect, the American economy dominated in international transactions. In subsequent decades, America has continued to demonstrate leadership in technical innovation and has moved increasing shares of its capital overseas to take advantage of low foreign wages. Partly for this reason, America's edge in international trade has declined.

From the mid-seventies, American leaders began to evidence concern about their declining trade position, especially in Asia, the world's most rapidly growing market. Japan and other newly industrializing countries were outselling in product areas and markets where America had traditionally dominated. In part, the American decline could be attributed to the high cost of American products. However, according to some business leaders, a second factor was the lack of an effective American presence in many markets. America did not have as many businessmen overseas as did her major competitors, and those who were overseas did not have the language and cultural skills required for carrying out business in Asia.

This perception of an inadequate American presence has energized some business and law schools to develop joint programs that include an area studies component. Also it has led to new programs for sending Americans overseas to study foreign languages and customs while in business schools or prior to entry. In addition, some American corporations have developed programs to bring foreigners to the United States (Zikopoulos and Barber, 1984).

Scientific Progress. Less celebrated than the above traditions but more enduring is the tradition of going overseas in the pursuit of universal truths, as embodied in the scientific tradition.

The quest for scientific knowledge is relatively indifferent to national boundaries or interests. Throughout the early decades of the twentieth century, leading American scholars took it for granted that they should visit Europe to discover recent trends in their fields. As American institu-

tions became better endowed and the level of American scientific inquiry improved, European scholars in increasing numbers began to visit American institutions. During and after the Second World War, many European scientists actually decided to move permanently to the United States to take up positions in American institutions. Over the postwar period, American universities have sought to identify the best scholars regardless of nationality, and thus many foreign experts were attracted to the United States.

While individual scholars and their institutions once provided the major source of funds for the pursuit of scientific knowledge, after World War II the U.S. Congress, recognizing the close relation between scientific progress and the prosperity of the American people, authorized the National Science Foundation (NSF) as a permanent federal agency to promote scientific inquiry. Over time the foundation's budget has vastly increased, as have the budgets of a number of large scientific laboratories established on the recommendation of the foundation, including Argonne, Oak Ridge, and Woods Hole. In pursuit of the scientific objectives outlined in the various projects funded by NSF and other such bodies, large numbers of scientists and apprentice scientists are involved. Many of these are recruited from Asia on term contracts, as Asian universities currently are producing a surplus of trained scientists, and the Asian recruits tend to work hard, remain loyal to their employers, and do not demand exorbitant salaries (National Science Board, 1983:30).

Apart from project-related recruitment, NSF also has developed a fellowship program to support graduate study as well as other programs to support short and long-term visitations by scholars at research sites. Many of these grants take Americans overseas and bring foreign scientists to the United States. In recent years, recognizing the advantages of sustained exchanges with scientists in Japan and other places, NSF has negotiated a number of bilateral agreements to increase the interaction with these areas.

Science in the view of NSF is primarily hard science. While NSF supports some social science research, a number of other bodies are also established for this purpose, including the National Institutes of Health, the Social Science Research Council, and the National Institute of Education. The first two bodies in particular have sizeable programs for the support of overseas study.

As in the United States, several Asian countries also have official organs for the promotion of scientific inquiry. Most of these bodies also subscribe to the premise that knowledge knows no boundaries. However, with the exception of the Japanese Society for the Promotion of Science, these Asian counterparts thus far have only modest funds for the support of scholarly exchange. Moreover, the scientific level in most of these socie-

ties is still below the international standard, so few American scholars are interested in visiting Asian institutions.

Other Traditions

Most Asians who came to the United States in the immediate post-war period were sponsored with funds from one of the above traditions. All of these traditions continue at or near their earlier scale. In Table 8.1, we present our estimates for the total volume of exchanges the programs associated with these traditions currently support. As can be seen, the American programs currently account for but a small fraction of all Asian students in the United States. The remainder follow one of three "other traditions": personal cultivation, individual advancement, and national development.

COMPARING PERFORMANCE

From this review, it should be apparent that each of the traditions has its distinctive structure and objectives. Some are conceived to advance narrow individual or national goals, whereas others strive to advance universal goals. Not all of the programs place their primary emphasis on degree studies. And only in the case of the Fulbright and EWC programs is there a conscious bilateral emphasis.

Because of their common focus on mutual understanding and their bilateral format, the EWC and Fulbright programs are the most appropriate pair for attempting performance comparisons. But thus far no data are available on the Fulbright program. Under the circumstances, we introduce here second-best comparisons:

(1) *For Asians coming to the United States*, we will compare EWC grantees with those USAID grantees in the United States for degree studies as reported by Gollin (1969) and Horne (1985). Both studies are based on large samples and address many of the same issues covered in the EWC study. The main drawback in the Gollin study is its time span, only through the late sixties.

(2) *For Americans going overseas*, we will compare EWC grantees to those sponsored by the Foreign Language Area Studies (FLAS) program, as reported by McDonnell (1983).

These two points of comparison are chosen both because of their appropriateness and because detailed studies are available. Unfortunately, in both cases, the studies are *not limited to the Asian region*. In the case of USAID, the study includes former grantees from around the world (70

percent are from Asia), and included in FLAS are students focusing on all the regions of the world (38 percent specialized on Asian countries). In the FLAS study, separate breakdowns were provided for those obtaining Ph.D. degrees and those whose highest degree was a master's. For our discussion below of Americans, we will focus primarily on the master's subgroup, as nearly 90 percent of the East-West Center's American students received master's degree awards.

Asian Students

In Table 8.2, we introduce several areas of comparison along with a qualitative summary of the relative performance of the respective programs. Some of these evaluations deserve more detailed comment. Starting with the comparisons for Asian students, we provide below interpretations of the differences.

1. *From Capital City.* The Gollin study indicates that 59 percent of the USAID grantees come from capital cities, and the Horne study does not report these statistics. Forty-seven percent of the EWC grantees were from capital cities. In that USAID places such strong emphasis on researching the poorest of the poor, it is surprising to find more EWC grantees coming from rural areas. It is possible that this difference derives from the

Table 8.2 EWC Degree Student Grantees Compared With Grantees of Other Programs

	EWC Americans Compared To FLAS Grantees	EWC Asians Compared To USAID Grantees
Age	Same	Younger
Percentage From Capital City	Not Applicable	More from periphery
Sex	Same	More females
Marital Status	Same	Fewer married
Degree	Similar	More Ph.D. degrees
Field	More in sciences	More social sciences, humanities
Evaluation of Courses	Less favorable	Less favorable
Completion Rate	Higher	Similar
Return Rate	Not Applicable	Lower
Same Job	Not Applicable	Lower
Use Skills	Higher	Lower
Prominence	No Data	Possibly lower

Asian focus of the EWC. Because of the relatively large scale of several Asian societies, smaller proportions of their populations live in the capital cities.

2. *Sex.* Similarly, it is surprising, given USAID's emphasis on promoting the status of women, that a greater proportion of women are found in the EWC sample (33 percent versus 10 percent). Again this difference may derive from the Asian focus of the East-West Center. In several Asian countries, women are relatively prominent in the labor force.

3. *Age and Marital Status.* USAID selects its grantees primarily from the ranks of the counterpart institutions with which it is working. Thus most of the USAID grantees are relatively well established in official careers as well as in the domestication of their private lives. In contrast, the East-West Center, which identifies many of its grantees through in-country competition, receives many students who have just completed their basic university education and have not started a family.

From a comparative point of view, the demand for family support would thus seem to be even more salient in the case of USAID. Indeed, the Horne study indicates that the lack of family support is a major focus of grantee discontent (p. 14). Yet USAID makes no provision to assist the families of its grantees in their desire to unite at the overseas study place.

In that USAID does not assist the families of its grantees, why should the East-West Center? The two most obvious reasons are (1) that the East-West Center's goal is to promote mutual understanding, which seems to be enhanced when the whole family participates in the experience, and (2) that the East-West Center grantees usually study overseas for a longer period than USAID grantees. Of course, a counter-question is, why doesn't USAID assist the families of its grantees? U.S. government policies with respect to family support are sometimes inconsistent. For example, the Fulbright program supports the families of Americans who wish to study abroad, while denying support to the families of Asians who wish to study in the United States.

4. *Field.* Given the technical orientation of USAID, it is to be expected that a greater proportion of USAID grantees would be in technical fields.

5. *Return Rate.* Virtually all of the USAID grantees initially returned to their home countries whereas approximately one-quarter of the EWC Asian grantees took up first jobs outside their home countries. The difference here relates to the formal set of constraints surrounding the two programs. What is not clear is the number of USAID grantees who, after an initial return to their home countries, subsequently seek employment or further study overseas; this proportion may be substantial.

6. *Relevance.* The USAID program selects grantees with the expectation of providing specific skills to augment their performance in their jobs. Thus it is not surprising that relatively larger proportions of USAID grantees both return to their former jobs and indicate that their training was relevant. Overall, 77 percent of the USAID grantees returned to the jobs they had left, and an additional 14 percent took different but expected jobs; in other words, "nine out of ten returned to the job for which they were trained." Only 46 percent of the EWC Asian grantees returned to their old jobs. Those who earned a degree through their USAID training were the most likely to indicate that their work situation was improved; 47 percent said they came back to a better job. Seventy-one percent of all USAID grantees could point to a specific way in which their training had augmented their job performance. While an identical question was not asked of EWC grantees, only one in five indicated that the skills acquired through the EWC training played a direct role in later promotions and salary raises.

7. *The Mellowing of Memories.* As in the EWC study, the earliest cohorts of USAID grantees held the most positive *current* evaluations of the relevance of their training. Meyers reports essentially the same finding in his survey of Ford Foundation grantees. This tendency towards a mellowing of recall is subject to a variety of interpretations. For example, the USAID report infers "that training is not a 'wasting asset,' but has, instead, cumulative or delayed action effects upon innovative-role behaviour in its aftermath" (Gollin, 1969:234).

8. *Prominence.* The Gollin study does not provide much detail on the occupational attainment of USAID grantees. However, Horne, whose study focused on USAID grantees selected by the African-American Institute, reports that 16.5 percent held prominent administrative jobs prior to their training, whereas at the time of the survey 40.1 percent were in prominent positions. In the EWC study, only one in four rose to positions of equal prominence. Possibly, due to Africa's less developed stage and the more recent emergence of independent states, it offers more opportunities for achieving prominence than the more developed Asian region.

American Students

In virtually every respect except the adequacy of stipend and living accommodations, the American students at the EWC were less positive or experienced more difficulty than the Asian students. A review of the FLAS study indicates that the problems encountered by EWC students are similar to those encountered by American students sponsored under other area studies programs.

1. *Demographics.* The FLAS study was composed of two samples, those who completed the Ph.D. and those who did not. In that only 10 percent of the EWC's American students received a Ph.D. award, most of our comparisons below will be with the latter. The FLAS grantees resembled the EWC grantees in terms of most of the demographics. They were young, 60 percent male, and the majority (70 percent) had some prior experience overseas. The great majority had studied a foreign language as an undergraduate, but for those in Asian studies only 40 percent had studied a foreign language related to the area they were specializing in for graduate work.

2. *Level and Field of Study.* Most FLAS students began with the aspiration to pursue advanced graduate studies, obtain a doctorate, and teach in a university. Eventually about 30 percent obtained Ph.D. degrees, and of the Ph.D. recipients who could be located, 72 percent responded to the survey. Only 55 percent of those who did not obtain a Ph.D. and could be located responded to the survey. All of the FLAS students specialized in the humanities and social sciences, whereas at the EWC a number also specialized in the natural sciences.

3. *Evaluation.* The FLAS graduates tended to study at the most prestigious American universities, and they highly evaluated their graduate education. The following are some sample comments:

My graduate work was excellent in quality . . . I have been most privileged to have studied with those instructors who taught me so well. They instilled me with a sustaining faith in the importance of reason and dispassionate analysis, coupled with moral commitment to some set of principles.

My training was outstanding! I could not have received a more generous and thorough education.

Though my hold on an academic career has suddenly become tenuous, I do not regret one moment of my education. It always encouraged (me) to be curious, and that is a lot.

Over half the sample rated the quality of their courses either a "4" or "5" on a five-point scale.

4. *Employment.* Whereas the FLAS students highly evaluated their education, many experienced difficulty in building on it to obtain the employment they desired. At the time of the survey, 6 percent of the Ph.D. sample and 23 percent of the non-Ph.D. sample were not employed (while many of the latter stated they were still in graduate school, most were not taking courses).

Seventy percent of those with Ph.D. degrees had employment in higher educational institutions in contrast with only 20 percent for those without Ph.D.'s. While the proportion of Ph.D.'s with academic employment seems impressive, a major finding of the study was the increasing difficulty encountered by area studies graduates in finding academic jobs, or for that matter any kind of job. Indeed, recent cohorts of area studies graduates seem to encounter more difficulty in obtaining jobs than do graduates of other humanities programs.

5. *Relevance of Studies.* Given the employment difficulties of area studies graduates, their major dilemma seems to be the disjunction between the aspirations stirred by their education and the opportunities they encounter in employment. Even for those who ended up in a teaching job, most were located at a less prestigious institution than their place of graduate study. Depending on discipline and place of work, between one-quarter and one-half said they used the knowledge acquired in their graduate study on a daily basis, and a slightly smaller proportion said they regularly used their foreign language skills. These proportions are about 10 percent below those reported by the American EWC grantees.

CONCLUSION

In several respects, the East-West Center degree study program compares favorably with programs of similar purpose. In terms of scale, it is currently one of the largest programs. Its name is as widely recognized as the other programs, though its objectives are not as clear.

In terms of utility for American students, the EWC appears to function as well as FLAS. The FLAS generates higher aspirations in its grantees, but these are inconsistent with labor market conditions. In contrast, those Americans who come to the East-West Center appear to have more realistic occupational goals and thus have moved more easily into a wider diversity of careers.

For Asian students, the East-West Center program achieves a mixed evaluation relative to other programs. On the one hand, compared to USAID grantees, some of the EWC students are less satisfied with their program of study and a larger proportion of EWC grantees do not return to their home countries. On the other hand, the Center provides a richer cultural experience and probably has a more decided impact on student values. While concerning value change we were unable to make comparisons with USAID grantees, it is clear that Asian EWC grantees experienced greater value change than did a group sponsored under the ITT International Fellowship (Zikopoulos and Barber, 1984); however, again the com-

parison is difficult as the social backgrounds of the EWC and ITT groups were not identical.

While most of America's publicly supported exchange programs have a national focus, the East-West Center's program was designed to bring students to Hawaii. Prior to 1960, Hawaii had five institutions of higher education and only 300 foreign students. With the establishment of the East-West Center, Hawaii's intake of foreign students immediately doubled and within ten years (by 1970) reached 2,000. While a majority of the early sixties students were publicly supported, by 1970 most of the foreign students were privately supported. And while the undergraduate-graduate student ratio was about 50-50 in 1960, the balance had shifted to 80 percent undergraduate by 1970. Many of the new students were enrolled in new colleges such as Brigham Young, Hawaii Pacific, and Hawaii Loa, which have been specifically established with the aim of developing an international atmosphere. The flow of Asian students to Hawaii has continued to grow through the eighties and now totals over 3,000, or approximately 7 percent of all students in Hawaiian institutions of higher education. Doubtless, the founding of the East-West Center has had an important role in stimulating this flow.

In terms of broader impact, we lack adequate research on the consequences of the different traditions both for the United States and for the countries with which the exchanges take place.

CONCLUSIONS AND RECOMMENDATIONS

The degree student alumni of the East-West Center are an exceptional group of people, nearly all of whom agree that their experiences at the Center had a profound impact on their personal and professional development. Most feel that the Center has provided them with a greater sensitivity to world affairs and a strengthened conviction to work for peace and development. Most also feel the intercultural skills they have acquired at the Center serve them in their daily activities, many of which concern international affairs.

Nine out of ten of them say they would recommend the Center to others; of these, two-thirds say they would give a strong recommendation. Concerning particular features of the East-West Center program, students were most positive with respect to the following:

- The Center provided an opportunity to gain scientific knowledge and skills;
- They were able to make friendships with people from many countries;
- They had an opportunity to gain a deeper understanding of Asian and Pacific societies.

They were somewhat less positive about the following:

- They received an excellent graduate education in Hawaii;
- The East-West Center activities were well integrated with their degree programs at the University of Hawaii;
- Their stipend was enough for their needs.

They were least positive about the accuracy of the information they received prior to their arrival concerning what they would actually experience at the Center.

The type of students who come to the Center has changed over the past 25 years. Compared with the students of the 1960s, in recent years students have been generally older, have had more prior experience abroad, have more often been married and have brought their families, have pursued doctoral degrees, and, especially among Asians, have tended more often to take leave from established jobs to come to the Center for study. This reflects changes in the higher education needs of Asian/Pacific countries and the decision by the Center to develop institutes to conduct policy research as their principal means of promoting mutual understanding.

Although their general appreciation for the Center is similar, the evaluations of specific aspects of Center life by the sixties cohorts tend to be more positive than those of the more recent cohorts, and evaluations by Asians tend overall to be more positive than by Americans. Older students who had stable jobs before coming to the Center and who brought their families are among the most likely to recommend the Center to others. Also those students who considered the Center their first choice for graduate study, who were active in projects in the institutes, and were satisfied both with the opportunities for cross-cultural exchange and for a good education are the most likely to recommend the Center experience to others. With regard to living conditions, students who were younger, single, studying for master's degrees, and American tend to be more positive, while students who were older, with families, on leave from employers, and Asian tend to rate living conditions at the Center more negatively.

Students in the social sciences were more pleased with their education than students of the humanities, and Asians appreciated their education at the University and at the Center more than the Americans. The best predictor of educational satisfaction is the students' acknowledgment that coming to the East-West Center and the University of Hawaii was their first choice for advanced studies. The older, more mature students were more likely to find a way to relate what they were doing at the Center to their academic programs at the University.

Whereas the earlier students report abundant opportunities to meet people from other cultures and share experiences, the later cohorts indicate fewer of these opportunities. The younger and earlier type of students report more value change, and Asians report more value change than Americans. Value change appears to be directly related to the extent of involvement in extracurricular activities, research projects, and field work.

After the Center, one-fifth of Center students went on for further study. East and Southeast Asians were more able than others to get jobs immediately after the grant. While Americans tended to start their careers in somewhat lower positions than Asians, they appear to be more likely to advance

across the years. Alumni who are longer away from the Center, who are Asian, were older while at the Center, and work in academic settings have a higher estimation of the relevance of the Center experience to their careers.

Extracurricular activities, project involvement, and field work had powerful and desirable impacts on students. Just under one-half of the students at the Center since 1970 report having participated in a project, with Ph.D. candidates and students of the social sciences and agriculture most likely to have had such involvement. The level of participation was highest in the mid-70s and has subsequently fallen off. The likelihood of finding satisfactory involvement varies according to the institute to which the student was assigned.

While the alumni are generally pleased that they studied at the Center, they have several suggestions to offer. Most say they wanted to come to the Center more than any other place because of what they understood the Center was attempting to do. Many, however, report that the initial information they received about the Center was inaccurate. They indicate a gap between what the Center's promotional materials indicated students would be doing and what students actually did while at the Center. Thus they urge narrowing the gap between image and reality for the student program.

The Center has established a number of programs to facilitate the development of students. On one hand, it supports their study at the University of Hawaii and augments their academic programs with project involvement in institutes and field study abroad. On the other hand, through providing common residences and extracurricular activities, the Center seeks to broaden the social and cultural outlook of its students. To the extent students participate in these structures, they are changed in the intended positive directions. But only half of the students report involvement in research projects, and some of these complain about the minimal roles assigned them. Others report that the Center staff did not seem interested in including them in their projects. Because involvement in projects is related both to the belief among alumni that their Center experience was relevant and their overall satisfaction with the Center, there is obvious merit in examining ways to enhance their involvement in research projects.

The study identified two distinctive types of students who come to the Center: the young, inexperienced student interested primarily in gaining insights into other cultures and the older, more established student who is primarily interested in honing professional skills. The former is more impressionable but a greater risk in terms of career prospects. The latter is a surer bet, though development while at the Center is likely to be along a narrower plane. Over time, more and more of the latter type

have been selected to come to the Center. Assuming the Center continues this trend, it needs to review the suitability of existing structures for that kind of student. This relates to dormitory life, extracurricular activities, and especially the provision for meaningful involvement in research projects.

Perhaps the most obvious discrepancy between structure and student is the housing provision for students who are married and have families. Many of these students prefer to bring their families to the Center, yet the accommodations for them are inadequate. These students do not fully participate in the life of the Center, and their spouses are often estranged from its community. Given the changing needs in Asia for graduate study abroad and the Center's emphasis on professional interchange through policy research, bringing older, more established students appears warranted. But the physical and programmatic arrangements at the Center may not be well suited to accommodating and involving them.

While the Center tends to focus more on the development of professional skills, it seems to operate on the assumption that an award for graduate study in the early years of a student's career is sufficient. Fewer than one of every ten alumni returns to the Center to renew and update professional skills by participating in its projects and seminars. Many alumni say that their professional skills "decay" on return to their homeland, and thus they wish they could maintain closer ties to the Center. Given the Center's emphasis on building institutional linkages and professional networks among government and academic professionals in the Asia/Pacific region, it appears that the degree student alumni, most of whom hold the Center in high regard and value their experience there, could be more systematically integrated in support of the Center's programs in the future.

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APPENDIX A:

Alumni Survey Code Book

Frequency Distribution of Responses

SAS
FILE
ID

ITEM and FREQUENCY OF DISTRIBUTION

A-1 ID No. from upper right side of participant card

A-2 Country (see country code at end of code book)

A-3 Institute

Other	-	0	2.6%
CI	-	1	6.5
CLI	-	2	5.9
EAPI	-	3	1.7
ISI	-	4	46.7
OG	-	5	21.1
PI	-	6	7.4
RSI	-	7	4.1
TDI	-	8	3.8
TEEL	-	9	0.1

A-4 Award type

Bachelors	-	1	4.2%
M.A.	-	2	74.3
Ph.D.	-	3	15.6
M.A. & Ph.D.	-	4	.4
Others	-	5	4.3
Non-Degree	-	6	1.2

Years

A-5 year arrived

A-6 year left

A-7 Department of Study (see department code at end of code book)

Distribution by Field (x3) is as follows:

Humanities	-	1	28.9%
Language and Literature	-	2	15.1
Social Science	-	3	24.5
Science	-	4	9.3
Engineering	-	5	3.1
Agriculture	-	6	10.4
Education	-	7	6.5
Business	-	8	4.3
Health, Law, other	-	9	6.0

B-1 TOEFL

B-2 First year GPA recorded, e.g., 1979 = 79

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ITEM and FREQUENCY OF DISTRIBUTION

B-3 First semester GPS is recorded

Fall	-	1
Spring	-	2
1st summer	-	3
2nd summer	-	4

B-4 1st GPA score

B-5 2nd GPA score

B-6 3rd GPA score

Continue 2 columns per GPA until no nos., or have reached column 64

C-1 1. Year of Birth: 19__

C-2 2. Sex: Male 1 66.7%
Female 2 33.3

C-3 3a. Country of Birth: _____

C-4 3b. Current Country of
Citizenship: _____

C-5 3c. Country of Citizenship when
applying to EWC: _____

(for subsequent questions,
please treat this as your home
country)

USE
COUNTRY
CODE

Distribution by home country is provided
in Country Code.

Distribution by home field (x9) follows:

East Asia	-	1	26.9%
Pacific	-	2	5.4
Southeast Asia	-	3	27.5
South Asia	-	4	9.0
North America	-	5	31.2

C-6 4. Marital Status When You Started at EWC:

Single	1	64.6%
Married	2	34.2
Separated	3	.4
Divorced	4	.8

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ID

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5. Higher Education:

	(a) Years of Study (e.g., 1952 to 1955)	(b) Was Degree Obtained?	(c) In What Country (or U.S. State) Did Study Take Place?
1. First Degree (e.g., Bachelor's)	19 __ to 19 __	Yes <u>99.3</u> 1 No <u>.7</u> 2	<u>33.9% have first degree in US</u>
2. Second Degree (e.g., Master's)	19 __ to 19 __	Yes <u>97.3</u> 1 No <u>2.7</u> 2	<u>—</u>
3. Third Degree (e.g., Ph.D., M.D.)	19 __ to 19 __	Yes <u>91.2</u> 1 No <u>8.8</u> 2	<u>—</u>

Row	SAS FILE ID	a (e.g., 1959 to 1973 = 6973)	SAS FILE ID	b (as is)	SAS FILE ID	c (country code)
1.	D-1	1-4	D-2	5	D-3	6-7
2.	D-4	8-11	D-5	12	D-6	13-14
3.	D-7	15-18	D-8	19	D-9	20-21

D-10 6. During which years did you receive an EWC degree study grant:
19 __ to 19 __

7. Have you received any other EWC grant?
PLEASE CIRCLE THE APPROPRIATE ANSWER FOR EACH AWARD

		NEVER	ONCE	MORE THAN ONCE
C-11	a. intern	0 93.2%	1 6.2%	2 .6%
C-12	b. fellow	0 94.6	1 4.8	2 .5
C-13	c. professional associate	0 95.9	1 2.5	2 .5
C-14	d. other _____ (please specify)	0 92.3	1 7.1	2 .6

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8. Before accepting the grant, which country(-ies) other than your own had you lived in for more than three consecutive months:

Country(-ies)	Reason (e.g., with parents, Peace Corps, etc.)
_____	_____
_____	_____

9. At the time you applied to the East-West Center, what other institutions along with the University of Hawaii were you considering attending?

INSTITUTION	COUNTRY	RANKING OF PREFERENCE (Please circle one)			
a. <u>University of Hawaii - EWC</u>	<u>USA</u>	1 82.3%	2 11.9%	3 5.9%	
b. _____	_____	1	2	3	
c. _____	_____	1	2	3	

SAS FILE ID	Institution (see Appendix B)	SAS FILE ID	Country (Country Code)	SAS FILE ID	Rank (as is)
-------------------	---------------------------------	-------------------	---------------------------	-------------------	-----------------

(a)				E-1	1
(b)	E-2	2-4	E-3	5-6	7
(c)	E-5	8-10	E-6	11-12	13

- E-8 10. Were you admitted to any of the other institutions?
Yes 1 50.3% No 2 49.7%
- E-9 11. Were you offered a financial grant from any of the other institutions?
Yes 1 25.2% No 2 73.8%
12. Why did you decide to accept the East-West Center's offer? Please explain.

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ITEM and FREQUENCY OF DISTRIBUTION

- E-10 13. Were you employed when you applied to the East-West Center?
Yes 1 74.3% No 2 25.5%
(If your answer is "NO," go to question 17)
- E-11 14. In what kind of institution were you then employed?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|--|----|-------|
| University or college | 1 | 42.3% |
| Secondary level educational institution | 2 | 9.5 |
| Other kind of educational institution | 3 | 3.4 |
| Research institution | 4 | 8.7 |
| Central government office | 5 | 9.1 |
| Regional or provincial government office ... | 6 | 2.2 |
| Local government office | 7 | 1.0 |
| International organization | 8 | 5.1 |
| Private sector firm | 9 | 9.7 |
| Public sector firm | 10 | 2.0 |
| Self-employed | 11 | 1.2 |
| Other (please specify): | | 8.3 |
- E-12 15. Where was this job located?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|---|---|-------|
| Home country, capital city | 1 | 46.6% |
| Home country, regional or provincial center | 2 | 32.5 |
| Home country, small town or rural area | 3 | 11.7 |
| Other country (please specify): | | 9.1 |
- E-13 16. What was your relationship to your employer while an East-West Center participant?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|--------------------------------------|---|-------|
| Resigned | 1 | 45.1% |
| Leave without pay | 2 | 26.9 |
| Leave with partial or full pay | 3 | 27.9 |
- E-14 17. At the time you began your East-West Center grant, what did you think you would do once you completed your studies?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|---|---|-------|
| Return to my former employment which was located in my home country | 1 | 44.1% |
|---|---|-------|

ITEM and FREQUENCY OF DISTRIBUTION

17. CONTINUED

Return to my former employment which was
located in a country other
than my home country 2 1.1%

Accept a new job in my home country 3 36.4

Accept a new job in a country other
than my home country, at
least temporarily 4 9.2

Accept a new job in a country other
than my home country with the
hope of settling there 5 2.0

Other (please explain): _____ 7.3

F-1 18a. Do you think married students should bring their
spouse and children when they come to study?
Yes 1 84.5% No 2 15.5%

18b. Why? _____

19. Could you please indicate the number of months you
resided in each place while on the East-West Center
degree study award?

F-2 Hale Manoa: _____ months
F-3 Hale Kuahine: _____ months
F-4 Off-campus: _____ months

By major place of residence (x4), distribution was
as follows:

Hale Manoa - 1
Hale Kuahine - 2
Off-campus - 3

F-5 20. Did your spouse and children accompany you to Hawaii
during the period of your EWC award?
PLEASE CIRCLE ONE CODE ONLY

No, was not married 1 57.6%

No, married, but spouse (and children)
did not accompany me 2 13.6

Yes, spouse and I were residents of
Hawaii at time of receiving grant 3 3.6

ITEM and FREQUENCY OF DISTRIBUTION

20. CONTINUED

Yes, spouse accompanied me for most or all of my study period, but at that time I had no children	4	6.5%
Yes, spouse accompanied me for most or all of the time while our children stayed in the home country	5	2.4
Yes, spouse and children accompanied me for most or all of the time	6	7.8
Yes, I married while in Hawaii and I lived with my spouse (and children)	7	6.8
Other (please specify): _____		2.2

21. If your spouse and/or children accompanied you, how
did it affect them?

Positive effects (e.g., spouse got degree): _____

Negative effects (e.g., children's schooling
suffered): _____

F-6

22. Were any of your children born while you were on
grant?

PLEASE CIRCLE ONE CODE ONLY

Don't have children	1	43.8%
None born during grant period	2	39.9
None born in Hawaii during grant period	3	7.7
Yes, one born in Hawaii during grant period	4	8.7
Yes, more than one born in Hawaii during grant period	5	.9

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ITEM and FREQUENCY OF DISTRIBUTION

- F-7 23a. While a participant, what was the level of your involvement in the Center's extra-curricular activities?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|-------------------|---|-------|
| Very active | 1 | 22.9% |
| Active | 2 | 60.0 |
| Not active | 3 | 17.1 |
- F-8 23b. Do you feel these extra-curricular activities were an important part of your overall experience?
Yes 1 88.3% No 2 11.7%
- 23c. Please explain.
-
-
- F-9 24a. During your stay at the East-West Center, did you participate in a significant way in any of the Center's projects?
Yes 1 42.4% No 2 57.6%
- 24b. If you answered "YES" to question 24a, could you list the name(s) of the project(s) you found most valuable?
-
-
-
25. Could you indicate the titles (even a rough guess will be helpful) of two or three papers you wrote while in Hawaii?
- Special papers and/or professional articles:
-
-
-
- Master's thesis: _____
-
- Ph.D. dissertation: _____
-

ITEM and FREQUENCY OF DISTRIBUTION

- F-10 26. Did you receive support from the East-West Center for fieldwork in connection with any of these studies?
Yes 1 49.6% No 2 50.4%
- F-11 27. If you had an opportunity for fieldwork, in what countries did you carry out this fieldwork?
6.8% went to 2 _____
F-12 6.8% went to 3 or more _____
F-13 _____
- F-14 28. After you completed studies at the University of Hawaii, what did you do next?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|--|---|-------|
| Went elsewhere for further study | 1 | 17.5% |
| Took up my old job | 2 | 27.4 |
| Immediately took up a new job | 3 | 28.6 |
| Within three months had a new job | 4 | 13.2 |
| Within six months had a new job | 5 | 7.2 |
| Took over six months to find employment | 6 | 3.4 |
| Looked for but did not find employment | 7 | 1.0 |
| Did not seek employment | 8 | 1.8 |
- G-1 29. Regarding the first job you took up after completing your Hawaii studies, in what kind of institution was this job located?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|--|----|-------|
| University or college | 1 | 45.9% |
| Secondary level educational institution | 2 | 5.8 |
| Other kind of educational institution | 3 | 3.9 |
| Research institution | 4 | 7.8 |
| Central government office | 5 | 9.3 |
| Regional or provincial government office ... | 6 | 2.6 |
| Local government office | 7 | 1.3 |
| International organization | 8 | 3.1 |
| Private business firm | 9 | 9.7 |
| Public business firm | 10 | 1.9 |
| Self-employed | 11 | .8 |
| Other (please specify): _____ | | 7.9 |
- G-2 30. Approximately how many people worked in this organization?
PLEASE CIRCLE ONE CODE ONLY
- | | | |
|---------------------|---|-------|
| Fewer than 10 | 1 | 55.0% |
| 10 - 99 | 2 | 24.1 |

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ITEM and FREQUENCY OF DISTRIBUTION

30. CONTINUED

100 - 299	3	18.8%
300 - 999	4	20.4
1000 or more	5	31.2

- G-3 31. How would you describe your position in this organization?
PLEASE CIRCLE ONE CODE ONLY

Upper-level manager	1	9.5%
Middle-level manager	2	11.2
Professional staff	3	58.6
Technical staff	4	9.2
Other (please specify):		11.5

32. To what extent in this work did you:

OFTEN SOMETIMES RARELY NEVER

- G-4 Use the professional skills you acquired at the East-West Center? 1 70.9% 2 18.4% 3 8.2% 4 2.5%
- G-5 Use the intercultural experience you acquired at the East-West Center? 1 44.8 2 39.0 3 12.6 4 3.6
- G-6 Use a language other than your mother tongue? 1 54.5 2 19.6 3 11.8 4 14.1

- G-7 33. Where was this job?
PLEASE CIRCLE ONE CODE ONLY

Home country, capital city	1	36.0%
Home country, regional or provincial center	2	31.8
Home country, small town or rural area	3	9.0
Other country (please specify):		22.9

- G-8 34. Since you began this first job following completion of your Hawaii studies, have you ever returned to a university either in your own country or another country for further study?

Yes 1 44.1% No 2 55.8%
(If your answer is "NO," proceed to question 36).

SAS
FILE
ID

ITEM and FREQUENCY OF DISTRIBUTION

35. If your answer is "YES," could you indicate:

- G-9 (a) Name of Institution: (see Appendix B)
G-10 (b) Location: (Country Code)
G-11 (c) Degree granted (if applicable): (Insert Code from 1:13)
G-12 (d) Year: 19 ____ to 19 ____ (Insert Code from 1:13)
G-13 36. If your current job is the same as the first job you took up following your studies, please go on to question 41. If it is different, in what kind of institution is your current job?
PLEASE CIRCLE ONE CODE ONLY

Distribution
for Current
Job (GG1)

University or college	1	42.7%
Secondary level educational institution	2	5.1
Other kind of educational institution	3	2.5
Research institution	4	5.7
Central government office	5	6.6
Regional or provincial government office ...	6	2.8
Local government office	7	1.3
International organization	8	5.1
Private business firm	9	12.5
Public business firm	10	2.5
Self-employed	11	4.0
Other (please specify):		8.5

- G-14 37. Approximately how many people work in this organization?
PLEASE CIRCLE ONE CODE ONLY

Distribution
for Current
Organization
(GG2)

Fewer than 10	1	6.2%
10 - 99	2	18.3
100 - 299	3	18.4
300 - 999	4	21.8
1000 or more	5	35.3

SAS
FILE
ID

ITEM and FREQUENCY OF DISTRIBUTION

- G-15 38. How would you describe your position in this organization?
PLEASE CIRCLE ONE CODE ONLY

Distribution
for Current
Position
(GG3)

Upper-level manager	1	19.8%
Middle-level manager	2	13.8
Professional staff	3	52.3
Technical staff	4	3.6
Other (please specify): _____		10.5

39. To what extent in this work do you:

OFTEN SOMETIMES RARELY NEVER

G-16 - GG4	Use the professional skills you acquired at the East-West Center?	1 68.0%	2 20.2%	3 8.7%	4 3.1%
G-17 - GG5	Use the intercultural experience you acquired at the East-West Center?	1 46.0	2 38.1	3 12.7	4 3.2
G-18 - GG6	Use a language other than your mother tongue?	1 54.6	2 18.8	3 14.3	4 12.4

- G-19 40. Where is this job located?
PLEASE CIRCLE ONE CODE ONLY

Distribution
for Current
Location
(GG7)

Home country, capital city	1	32.9%
Home country, regional or provincial center	2	32.9
Home country, small town or rural area	3	8.2
Other country (please specify): _____		25.7

ITEM and FREQUENCY OF DISTRIBUTION

G-28

41. Do you believe your experience at the East-West Center had a major impact on your personal and/or career development?

Yes 1 95.3% No 2 4.7%

If yes, in what way? _____

If no, why? _____

42. One of the hopes of the East-West Center is that participants will establish new friendships during their grant period. We would like to know if this actually occurs.

In the space below could you:

- first write the initials (JFK, M9) or names of up to five individuals you befriended and with whom you still keep in touch;
- what was the status of these individuals at the time you were an EWC degree student participant;
- what were their nationalities;
- how many times have you contacted each person over the last 24 months.

FRIENDS' INITIALS	FRIENDS' STATUS DURING YOUR AWARD PERIOD				NATION-ALITY	FREQUENCY OF CONTACT OVER PAST 24 MONTHS
(Circle one code for each friend)						
	EWC		UH			
	Student	Staff	Staff	Other		
1. _____	1	2	3	4	_____	_____ times
2. _____	1	2	3	4	_____	_____ times
3. _____	1	2	3	4	_____	_____ times
4. _____	1	2	3	4	_____	_____ times
5. _____	1	2	3	4	_____	_____ times

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ITEM and FREQUENCY OF DISTRIBUTION

42. CONTINUED

SAS File ID	Friends (as is)	SAS File ID	Country Code	SAS File ID	Frequency	1 = 1 2 = 2 9 or more = 9
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1. —	H-1	1	H-2	2-3	H-3	4
2. —	H-4	5	H-5	6-7	H-6	8
3. —	H-7	9	H-8	10-11	H-9	12
4. —	H-10	13	H-11	14-15	H-12	16
5. —	H-13	17	H-14	18-19	H-15	20

43. To what extent did your experiences at the East-West Center affect you with respect to the following?
CIRCLE ONE CODE FOR EACH STATEMENT

			NO CHANGE		SOME CHANGE		CONSIDERABLE CHANGE
I-1	a. Awareness of problems common to many nations.	1	4.2%	2	45.7%	3	50.1%
I-2	b. Concern with problems of third world countries.	1	8.4	2	43.7	3	48.0
I-3	c. Desire for international peace.	1	23.9	2	32.0	3	44.1
I-4	d. Wish to find solutions to global problems such as hunger, disease, etc.	1	16.3	2	45.5	3	38.2
I-5	e. Respect for historical, cultural, etc., traditions and achievement of nations other than your own.	1	7.0	2	32.4	3	60.5
I-6	f. Need for closer cooperation among nations.	1	12.4	2	35.0	3	52.5
I-7	g. Desire to meet and interact with persons not from your home country.	1	9.3	2	34.0	3	56.7

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43. CONTINUED

		NO CHANGE	SOME CHANGE	CONSIDERABLE CHANGE
I-8	h. Participation in activities aimed at effecting greater international understanding.	1 12.0%	2 38.0%	3 50.0%

J-1 44. Since you completed your East-West Center grant, approximately how many times have you traveled outside your home country? ____ times

J-2 45. Since completing your East-West Center grant, have you lived in a country other than your home country for more than three months?
Yes 1 57.9% No 2 41.9%

46. If you answered "yes" to question 43, could you please list each country and indicate the reason (e.g., Malaysia - research; Japan - accompanied spouse, etc.).

	COUNTRY (country code)	REASON (code later)
J-3	a. _____	_____
J-4	b. _____	_____
J-5	c. _____	_____

J-6 47. If you have children, have you made plans to send them for study in a country other than their home country?
PLEASE CIRCLE ONE CODE ONLY

No children	1 25.4%
No plans	2 18.8
Yes, in the future	3 46.2
Yes, already sent	4 9.5

48. If you answered "YES" to question 47, in what country(-ies)?

K-1 _____
first country mentioned (country code)

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ITEM and FREQUENCY OF DISTRIBUTION

48. CONTINUED

K-2

second country mentioned (country code)

K-3

third country mentioned (country code)

49. What were the total number of years your parents attended educational institutions?

K-4

1. Mother: ____ years

K-5

2. Father: ____ years

50. Thinking back to the period immediately after the completion of your East-West Center grant, to what extent did you agree with each of the following statements?

CIRCLE ONE CODE FOR EACH STATEMENT

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
L-1	a. The EWC award provided a valuable opportunity to gain scientific knowledge and skills.	1 47.4%	2 32.2%	3 14.4%	4 4.4%	5 1.6%
L-2	b. I found the opportunities for intellectual exchanges with people from other countries to be equal to what I expected.	1 35.6	2 49.0	3 10.6	4 4.7	5 0.1
L-3	c. I was able to make friendships with people from many countries during the award period.	1 51.2	2 39.7	3 7.9	4 1.2	5 0
L-4	d. I found the opportunity for cultural interchange to be equal to what I had expected.	1 37.0	2 46.4	3 11.9	4 4.5	5 .2

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50. CONTINUED

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
L-5	e. The stipend provided was sufficient for my needs.	1 25.1%	2 43.1%	3 13.9%	4 15.5%	5 4.4%
L-6	f. My living accommodations during the award period were satisfactory for my needs.	1 33.6	2 45.9	3 10.3	4 7.7	5 2.5
L-7	g. My BWC activities integrated well with the content of my degree program at the University.	1 25.8%	2 37.6	3 20.8	4 11.5	5 3.3
L-8	h. I found the University of Hawaii staff helpful when I approached them about professional questions.	1 40.1	2 43.0	3 12.9	4 2.8	5 1.2
L-9	i. I found East-West Center staff helpful when I approached them about professional questions.	1 39.5	2 39.9	3 16.0	4 3.2	5 1.5
L-10	j. Generally, the the staff at the University and the BWC worked together to assist me in developing a meaningful program of study.	1 31.9	2 38.9	3 17.4	4 8.8	5 2.9
L-11	k. I feel that I received an excellent graduate education in Hawaii.	1 32.1	2 42.7	3 17.8	4 6.6	5 .9

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50. CONTINUED

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
L-12	1. I gained a deeper understanding of the nature of Asian and Pacific societies.	1 43.2%	2 47.4%	3 8.3%	4 .9%	5 .2%
L-13	m. I gained a deeper understanding of American society.	1 35.3	2 46.4	3 15.5	4 2.7	5 .2
L-14	n. The information I received before arrival provided a reasonably accurate indication of what I actually experienced.	1 12.4	2 48.8	3 27.4	4 9.0	5 2.5
L-15	51. Now looking back on the experience, have your judgments about any of the statements of question 50 changed? Yes 1 9.4% No 2 90.6% If you answered "YES," could you indicate how your judgments have changed?					

52. To what extent would you agree with each of the following statements:
CIRCLE ONE CODE FOR EACH STATEMENT

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
L-16	a. The East-West Center grant improved my financial earning power.	1 21.5%	2 39.3%	3 25.7%	4 10.9%	5 2.5%

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52. CONTINUED

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
L-17	b. My subsequent career has been enhanced from friendships formed while at the East-West Center.	1 15.2%	2 30.4%	3 32.9%	4 18.6%	5 2.9%
L-18	c. The East-West Center grant contributed to later job promotions.	1 21.4	2 32.4	3 29.3	4 15.0	5 1.9
L-19	d. I would recommend the East-West Center grant to others.	1 66.3	2 30.6	3 2.4	4 .5	5 .3

53. Were there any features of your academic and research experience while an East-West Center participant that you feel are worthy of special mention? (Your comments could be either favorable or unfavorable.)

54. Were there any features of your intercultural experience while an East-West Center participant that you feel are worthy of special mention? (Your comments could be either favorable or unfavorable.)

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55. Could you please indicate any special honors or recognition you (or your spouse) have received, or books or inventions you are proud of. While preserving the confidentiality of your other answers, I will share this information with the Alumni Office for future announcements in the Centerviews.

Country Code and Numbers Who
(a) were citizens at time of application, and
(b) who live there now

	(a)	(b)		(a)	(b)
01 Argentina	3	1	38 Puerto Rico	—	—
02 Australia	21	27	39 Rwanda	—	1
03 Bangladesh	7	11	40 Republic of Belau	2	2
04 Brazil	—	1	41 Singapore	10	20
05 Brunei	—	—	42 Sri Lanka	14	12
06 Burma	1	—	43 Sweden	—	—
07 Canada	—	24	44 Switzerland	—	—
08 Central African Empire	—	1	45 Thailand	58	53
09 China	4	3	46 Taiwan	53	37
10 Chile	1	1	47 Tonga	2	1
11 Cook Islands	2	2	48 U.K.	3	5
12 Egypt	—	—	49 U.S.A.	311	393
13 Ethiopia	—	—	50 United Arab Emirates	—	—
14 Federated Micronesia	—	4	51 Vanuatu	—	—
15 Fiji	6	3	52 Western Samoa	—	1
16 France	—	—	53 Cambodia	1	—
17 Guam	2	—	54 Italy	—	1
18 Haiti	—	—	55 Denmark	—	—
19 Hong Kong	15	18	56 Solomon Islands	—	—
20 India	51	33	57 Afghanistan	3	—
21 Indonesia	27	30	58 Germany	—	—
22 Japan	116	111	59 Vietnam	5	—
23 Kenya	—	—	60 Saudi Arabia	—	2
24 Korea	96	90	61 Tanzania	1	1
25 Kuala Lumpur (Malaysia)	30	24	62 Togo	—	—
26 Laos	—	5	63 South Africa	—	—
27 Marshall Islands	—	1	64 Guatemala	—	—
28 Mexico	—	1	65 U.S.S.R.	—	—
29 Nigeria	—	2	66 Netherlands	—	—
30 Nepal	9	7	67 Israel	—	—
31 Northern Marianas	1	1	68 Czechoslovakia	—	—
32 New Caledonia	—	1	69 Austria	—	—
33 New Guinea (Papua)	3	2	70 Lebanon	—	—
34 New Zealand	16	12	71 Iraq	—	1
35 Niue Island	1	1	72 Kuwait	—	—
36 Pakistan	19	9	73 Iran	—	1
37 Philippines	108	82	74 Holland	—	—

	(a)	(b)		(a)	(b)
75 Ecuador	—	—	88 Palestine	—	—
76 Costa Rica	—	—	89 Spain	—	—
77 Morocco	—	—	90 Yemen Arab Republic	—	—
78 Ghana	—	—	91 Sierra Leone	—	—
79 Trinidad	—	—	92 Greece	—	—
80 Botswana	—	—	93 Macao	—	—
81 El Salvador	—	—	94 Grenada	—	1
82 Swaziland	—	—	95 Nicaragua	—	—
83 Belgium	—	—	96 Turkey	—	—
84 Tahiti	—	—	97 Bermuda	—	—
85 Bolivia	—	—	98 Barbados	—	—
86 Finland	—	—	99 Libya	—	—
87 Zaire	—	—	00 Jamaica	—	—

Department Code and Number Who Specialized in Each Department

01-12 HUMANITIES

01 American Studies	27
02 Art	10
03 Asian Studies	68
04 Drama & Theatre	17
05 History	51
06 Philosophy	15
07 Library Studies	10
08 Music	11
09 Pacific Island Studies	7
10 Religion	
11	
12	

13-20 LANGUAGE & LINGUISTICS

13 Asian Languages & Literature	10
14 English	23
15 English as a Second Language	77
16 European Language & Literature	
17 Linguistics	31
18 Speech Pathology and Audiology	15
19	
20	

21-29 SOCIAL SCIENCE

21 Anthropology	35
22 Communication	13
23 Economics	55
24 Geography	29
25 Political Science	64
26 Psychology	19
27 Social Science	38
28	
29	

30-45 SCIENCE

30 Astronomy	
31 Biomedical Science	
32 Botanical Science	13
33 Chemistry	8
34 Entomology	13
35 Geology & Geophysics	6
36 Information & Computer Science	10
37 Mathematics	2
38 Meteorology	1
39 Microbiology	5
40 Oceanography	6
41 Physics	10
42 Zoology	18
43	
44	
45	

46-52 ENGINEERING

46 Architecture	3
47 Civil Engineering	11
48 Electrical Engineering	12
49 Mechanical Engineering	1
50 Ocean Engineering	1
51 Urban & Regional Planning	4
52	

53-58 AGRICULTURE

53 Agriculture & Resource Economics	35
54 Agriculture Engineering	8
55 Agronomy & Soil Science	33
56 Animal Science	9
57 Horticulture	21
58	

59-69 EDUCATION

59	Counseling & Guidance	2
60	Educational Administration	8
61	Educational Communication & Technology	9
62	Educational Foundations	8
63	Educational Psychology	13
64	Elementary Education	8
65	Secondary Education	7
66	Special Education	
67	Other	12

68

69

70-79 BUSINESS & COMMERCE

70	Accounting	40
71	Business Administration	4

72

73

74

75

76

77

78

79

80-89 HEALTH & SOCIAL WORK

80	Food Science
81	Nursing
82	Nutritional Science
83	Public Health
84	Social Work
85	
86	
87	
88	
89	

90 LAW

90 Law

91

92

93

94

95

96

1

APPENDIX B:

Construction of Key Indicators

Independent Variables

<i>SAS Name</i>	<i>Indicator Name</i>	<i>Construction</i>
x91	East Asian Region	Dummy variable from Home Country (C5)
x92	Pacific	Dummy variable from Home Country (C5)
x93	Southeast Asia	Dummy variable from Home Country (C5)
x94	South Asia	Dummy variable from Home Country (C5)
x95	U.S.A. and Canada	Dummy variable from Home Country (C5)
A5	Year of Arrival	Same as A5
x2	Age of Grantee at Arrival	Subtract Year of Birth (C1) from Year of Arrival (A5)
C2	Female	Female = 2, Male = 1
F51	Single Grantee	Dummy variable with Response 1 from F5 = 1
F52	Married, Not Accompanied by Wife	Dummy variable with Response 2
F53	Married, Accompanied by Wife	Dummy variable with Responses 3, 4, 5 and 7 of F5 = 1
F56	Married, with Wife and Children	Dummy variable with Response 6
E10	Stable Job Before	Reverse of E10
E131	Employer Keeps on Leave	Dummy variable with Responses 2 & 3 of E13 = 1
NE12	Pre-EWC Job in Foreign Country	Dummy variable with Response 4 of E12 = 1
ND3	Pre-EWC (undergraduate) Study Overseas	Dummy variable where a difference between Home Country (C5) and Country of Undergraduate Study (D3) = 1
B1	TOEFL Score	Same as B1 (could be obtained for ¼ of sample)
E1	EWC First Choice	Reversal of E1
x5M	Masters Award	Dummy variable with Response 2 of A4 = 1
x5P	Ph.D. Award	Dummy variable with Response 3 of A4 = 1
x4K	Hale Kuahine Main Residence	Dummy from F2-F4; if Hale Kuahine longest, then HK4 = 1
x4M	Hale Manoa Main Residence	Dummy from F2-F4; if Hale Manoa longest, then x4M = 1
x4OC	Off-Campus Main Residence	Dummy from F2-F4; if Off-campus longest, then x4OC = 1
F7	Active in Extra-Curricular	Reverse of F7
F9	Active in Project	Reverse of F9
F10	Active in Fieldwork	Reverse of F10

<i>SAS Name</i>	<i>Indicator Name</i>	<i>Construction</i>
A3CI	Communication Institute Affiliate	Dummy from A3
A3CLI	Culture Learning Institute Affiliate	Dummy from A3
A3RSI	Resource Systems Institute Affiliate	Dummy from A3
A3EAPI	Environment and Policy Institute Affiliate	Dummy from A3
A3PI	Population Institute Affiliate	Dummy from A3
A3OG	Open Grants Affiliate	Dummy from A3
x3H	Humanities Student	Dummy from x3
x3LA	Literature or Language Student	Dummy from x3
x3SS	Social Science Student	Dummy from x3
x3SC	Science Student	Dummy from x3
x3EN	Engineering Student	Dummy from x3
x3AG	Agriculture Student	Dummy from x3
x3ED	Education Student	Dummy from x3
M1	Mutual Understanding	Sum of Reversals of L3, L4, L12
G8	Further Study	Reverse of G8
GG1ED	Current Job in Education	Dummy from GG1
GG1R	Current Job in Research	Dummy from GG1
GG1G	Current Job in Government	Dummy from GG1
GG1P	Current Job in Private, Self-employed	Dummy from GG1
GG1INT	Current Job in International Organization	Dummy from GG1
M3	Good Living Condition	Sum of Reversals of L5, L6
M5	UH-EWC Cooperation	Sum of Reversals of L7, L9, L10
L9	EWC Staff Helpful	Reverse of L9
B9	High GPA	Cumulative GPA at end of second year
M2	Good Education	Sum of Reversals of L1, L11
M6	Values Changed	Sum of I1 to I8
FFF14	Speed in Getting Job	Sum variable from F14 with variables 2-4 becoming 1
Y1	First Post-EWC Job in Home Country	Dummy variable from G7 with values 1-3 becoming 1
NG4	First Post-EWC Job is Managerial	Dummy variable from G3 with values 1-2 becoming 1
GGG15	Promoted From First Post-EWC Job	Subtract Reverse of G3 from Reverse of G15
GG4	Professional Training	Reverse of GG4
GG5	Cross-Cultural Training Relevant	Reverse of GG5

<i>SAS Name</i>	<i>Indicator Name</i>	<i>Construction</i>
M4	EWC Helps Advancement	Sum of Reversals of L16–L19
JJ2	Now works Overseas	Dummy where value is 1 if A2 and C5 are different
Y6	Changed Citizenship	Dummy where value is 1 if C4 and C5 are different
JJ6	Children Study Overseas	Dummy from J6 with values 3–4 becoming 1
L19	Recommends EWC	Reverse of L19

APPENDIX C: Correlation of Key Indicators

INDICATOR	SAS LABEL	M3 Satisfied with residence stipend	M1 Mutual understanding	M5 UH-EWC Cooperation	L9 EWC staff helpful	B9 High GPA	M2 Satisfied with education	G8 Goes for further study
East Asia	x91	-.11*	-.16*	+.02	-.04	-.01	+.13*	-.08
Pacific	x92	-.05	-.02	+.07	+.06	-.06	-.10*	-.06
Southeast Asia	x93	+.07	-.03	+.05	+.06	-.12	+.14*	-.13*
South Asia	x94	-.07	+.13*	+.12*	+.10*	-.04	+.02	-.02
U.S.A.	x95	+.11*	+.10*	-.16*	-.10*	+.20*	-.21*	+.15*
Year of arrival	A5	-.20*	-.08	-.12*	-.05	-.03	-.16*	-.22*
Age of Grantee	x2	-.13*	-.14*	+.15*	+.13*	+.02	+.22*	-.20*
Female	C2	+.20*	+.19*	+.02	+.04	-.08	-.08	+.06
Family: single	F51	+.20*	+.13*	-.14*	-.14*	+.01	-.15*	+.03
: married, spouse stays home	F52	+.02	+.03	+.17*	+.17*	+.06	+.15*	.00
: spouse accompanies	F53	.00	+.04	+.01	.00	+.05	.00	+.07
: spouse and children	F56	-.16*	-.14*	+.08	+.08	-.16*	+.18*	-.11*
Stable job before award	E10	+.02	+.02	+.05	+.06	.00	+.23*	-.16*
Employer keeps on leave	E131	-.10*	-.07	+.08	+.08	-.08	-.01	-.04
Prior overseas experience	NE12	+.07	+.04	-.04	-.06	+.01	-.03	+.01
Prior study overseas	ND3	.00	-.01	+.07	+.07	-.10	+.03	.00
High TOEFL	B1	-.05	.00	.00	+.04	+.06	-.13	-.13
EWC 1st choice	E1	+.10	+.16*	+.06	+.03	+.05	+.27*	+.01
Award: MA study	x5M	+.10*	-.03	+.01	.00	-.13	-.06	+.20*
: PhD study	x5P	.00	+.06	+.03	+.02	-.04	-.07	-.01
Residence:								
Hale Kuahine	x4K	+.26*	+.18*	+.02	+.03	+.03	-.03	+.03
Hale Manoa	x4M	-.05	-.03	-.07	-.06	+.06	-.07	-.04
Off campus	x4OC	-.15*	-.13*	+.05	+.03	-.10	+.11*	+.02
Active in extra curricular	F7	-.02	+.30*	+.08	+.12*	+.02	-.08	+.14*

	M6	FFF14	Y1	NG4	GGG15	GG4	GG5	M4	JJ2	Y6	JJ6	J1	L19
Values changed													
Speed in getting job													
First post-EWC job in home country													
First post-EWC job is managerial													
Promoted from first post-EWC job													
EWC professional training relevant													
EWC cross-cultural experience relevant													
EWC experience contributed to advancement													
Now works overseas													
Has changed citizenship													
Children study overseas													
Travels overseas													
Recommends EWC													
	+ .12*	+ .10*	+ .09*	+ .07	- .16*	+ .11*	+ .02	+ .10*	- .05	- .10*	+ .25*	- .02	+ .06
	- .07	- .03	- .06	- .04	+ .01	- .11*	- .05	- .04	+ .06	+ .07	- .03	+ .01	- .11*
	+ .06	+ .15*	+ .09*	+ .15*	- .03	+ .11*	+ .01	+ .05	- .09	+ .14*	+ .01	+ .09	+ .04
	+ .11*	- .04	- .06	+ .07	- .05	+ .10*	+ .03	- .04	+ .06	+ .10*	+ .11*	- .10	+ .07
	- .18*	- .16*	- .10*	- .22*	+ .19*	- .21*	.00	- .06	+ .06	- .19*	- .26*	.00	- .05
	- .15*	+ .01	- .04	- .01	- .20*	- .07	- .10*	- .10*	- .23*	- .09	- .27*	- .33*	- .17*
	- .08	+ .08	+ .08	+ .15*	- .13*	+ .24*	+ .01	+ .10*	- .12*	- .10*	+ .22*	- .14*	+ .10*
	+ .08	- .13*	+ .02	+ .01	+ .02	- .03	+ .06	.00	- .03	+ .05	- .28*	- .07	+ .02
	+ .07	- .08	- .03	+ .04	+ .06	- .20*	- .03	- .15*	+ .04	+ .03	- .35*	+ .03	- .07
	+ .06	+ .01	+ .11*	+ .09	- .08	+ .19*	- .03	+ .09	- .05	+ .01	+ .14*	- .11*	+ .09
	+ .01	- .02	- .02	- .05	- .05	+ .04	+ .05	+ .08	+ .01	- .05	+ .11*	- .01	- .02
	- .04	+ .13*	+ .09	+ .01	- .01	+ .07	- .03	+ .06	- .07	- .03	+ .30*	+ .05	+ .12*
	+ .10*	+ .19*	+ .06	+ .13*	- .07	+ .16*	+ .03	+ .11	- .06	+ .01	+ .18*	- .05	+ .15*
	+ .01	+ .03	+ .10*	+ .02	- .07	+ .08	- .04	- .08	- .09	- .02	+ .02	+ .04	- .02
	- .10*	+ .03	- .19*	- .01	+ .02	- .07	- .02	- .04	+ .07	- .06	+ .01	+ .04	- .01
	+ .02	+ .09	- .08	+ .09	+ .04	+ .08	+ .01	- .06	- .04	+ .29*	+ .02	+ .08	+ .01
	- .23*	- .13	+ .03	+ .13	+ .13	.00	- .03	- .16	+ .06	+ .03	- .13	.00	+ .02
	+ .06	+ .04	+ .01	+ .06	- .05	- .01	+ .05	+ .18*	+ .03	+ .04	+ .03	+ .02	+ .20*
	+ .03	+ .05	- .06	- .02	+ .09	- .02	.00	- .09	+ .11*	- .04	+ .01	+ .03	- .03
	+ .04	+ .03	+ .05	- .13*	- .04	- .16*	- .02	- .06	- .12*	- .05	- .04	- .02	- .02
	+ .08	- .09	+ .02	+ .04	- .02	- .01	+ .06	+ .07	+ .01	+ .04	- .16*	- .01	+ .03
	+ .03	+ .02	- .01	- .03	- .04	- .06	- .10*	- .11*	- .06	.00	- .07	- .06	- .07
	- .10*	+ .05	.00	.00	+ .05	+ .08	+ .07	+ .08	+ .04	+ .01	+ .23*	+ .06	+ .07
	+ .11*	+ .01	- .01	- .04	+ .10*	- .02	+ .09	+ .03	+ .03	+ .03	- .02	+ .02	+ .07

APPENDIX C (continued)

INDICATOR	SAS LABEL	M3 Satisfied with residence stipend	M1 Mutual understanding	M5 UH-EWC Cooperation	L9 EWC staff helpful	B9 High GPA	M2 Satisfied with education	G8 Goes for further study
Active in project	P9	-.05	+.12*	+.17*	+.18*	+.11	+.06	-.06
Support for fieldwork	F10	+.01	+.11*	+.12*	+.09	+.13	+.06	+.03
Institute: CI	A3CI	+.03	+.02	-.01	.00	+.09	-.07	-.03
CLI	A3CLI	-.06	-.01	-.02	-.02	+.10	-.01	+.01
RSI	A3RSI	-.10*	-.07	-.25*	-.17*	+.03	-.12*	-.11*
EAPI	A3EAPI	-.02	+.09	+.02	+.06	+.16*	+.07	+.04
PI	A3PI	-.12*	-.05	+.04	+.03	-.05	+.10*	+.01
OG	A3OG	-.06	-.06	-.06	-.05	.00	-.03	-.04
Other								
Field: Humanities	x3H	+.07	+.08	+.03	+.01	+.11	-.14*	+.04
Language	x3LA	+.08	-.01	+.04	+.04	+.11	+.02	+.11*
Social Science	x3SS	-.14*	-.05	+.02	+.02	+.01	+.10*	.00
Science	x3SC	+.04	+.05	-.07	-.07	+.12	+.06	.00
Engineering	x3EN	-.04	-.04	-.03	-.01	+.06	-.04	-.05
Agriculture	x3AG	-.05	-.06	-.03	-.05	-.20*	+.07	-.09
Education	x3ED	+.09	+.09	-.01	+.05	+.02	-.10	-.03
Other								
Mutual Understanding	M1	+.23*	1.00*	+.25*	+.23*	+.16*	+.14*	+.09
High GPA	B9	+.08	+.16	.00	.00	1.00*	+.08	+.01
Satisfied with education	M2	+.06	+.14*	+.40*	+.30*	+.08	1.00*	-.03
Further study	G8	+.01	+.09	+.12*	+.10	+.01	-.03	1.00*
Current job:								
University	GG1ED	-.06	-.08	+.07	+.06	+.01	+.13	+.08
Research	GG1R	+.01	-.02	+.01	+.02	+.06	+.01	-.01
Government	GG1G	+.01	+.05	-.03	-.03	+.08	-.01	-.01
Private Company	GG1P	+.01	+.03	-.03	-.02	-.15	-.11*	-.05
International Organization	GG1INT	+.07	+.02	+.02	+.01	-.02	-.01	-.11

M6	FFF14	Y1	NG4	GGG15	GG4	GG5	M4	JJ2	Y6	JJ6	J1	L19
Values changed	Speed in getting job	First post-EWC job in home country	First post-EWC job is managerial	Promoted from first post-EWC job	EWC professional training relevant	EWC cross-cultural experience relevant	EWC experience contributed to advancement	Now works overseas	Has changed citizenship	Children study overseas	Travels overseas	Recommends EWC
+07	+04	-.01	+13*	-.06	+18*	+12*	+16*	-.02	-.08	+06	+06	+14*
+07	+02	.00	+02	.00	+07	+10*	-.01	+01	+02	+01	+11*	+03
+02	+10*	-.02	+09	.00	+03	+01	+02	-.08	-.01	-.03	+07	-.01
-.12*	.00	+06	.00	.00	-.01	-.01	-.03	.00	-.05	-.02	-.04	-.06
.00	+04	-.03	-.02	-.06	-.05	-.05	-.01	-.05	+03	-.05	-.20*	-.19*
+04	.00	-.01	-.16*	+02	-.08	-.04	+13*	-.02	-.01	-.03	-.10*	+06
+04	-.11*	+01	.00	+01	+02	.00	+06	-.05	-.05	-.02	-.06	+12*
-.04	+02	+03	-.12	-.10	-.14	-.07	-.05	-.04	-.01	.00	+07	+03
-.01	-.05	-.01	-.08	+10*	-.11*	+08	-.04	+10	-.05	-.01	+07	+04
.00	+08	+01	+09	.00	+06	+08	-.04	+04	-.04	+01	-.02	-.01
.00	-.02	+04	+01	-.08	+03	-.03	+12*	-.16*	-.02	-.07	-.02	.00
.00	-.01	-.04	-.02	+03	-.04	-.08	-.04	+04	+11*	.00	-.05	-.02
-.02	+06	-.01	-.04	-.02	-.03	-.09	-.14*	+06	+02	+05	-.02	+01
.00	-.03	.00	+05	-.06	+09	+06	+08	+05	+08	+12	+08	-.07
+05	-.03	.00	-.02	-.04	-.01	-.02	+06	-.08	-.04	-.04	-.08	.00
+26*	-.01	-.01	.00	+06	.00	+13*	+15*	+05	+11	.00	-.05	+28*
+04	+02	+02	+04	+07	+02	.00	+03	-.02	-.20*	-.06	+09	-.04
+17*	+09	+10*	+18*	.00	+28*	+13*	+34*	-.02	+13*	+18*	+07	+40*
+07	+05	-.13	-.02	+07	-.01	+02	+02	+23*	.00	+06	+03	-.06
+10	+05	.00	-.10*	-.22*	+15	+05	+12*	-.04	+01	+04	-.08	+01
-.01	+05	-.02	+04	-.04	+02	+06	+07	.00	-.04	+02	-.09	-.01
-.04	-.05	+09	+03	+12*	+10	-.03	-.06	-.05	-.04	+02	+06	+01
-.04	+05	-.07	-.07	+17*	-.16*	-.08	-.06	+08	+09	-.01	+12	+08
-.05	-.06	-.01	-.01	+01	-.04	+09	+01	+14*	-.02	-.03	+12*	-.01

APPENDIX D:

Selections from the Answers to Open Questions

QUESTION 18. Reasons why married students should or should not bring their spouse and children when they come to study.

Separation does not go along with the modern life style. Korea

It's a burden and impediment to studies. Korea

Homesickness is a good drive for speedy work. And Hawaii is too much of a holiday resort for spouse and children. They tend to distract grantees. Thailand

Because the whole family can obtain a significant experience. Admittedly it will cause difficulties for studies. But family life is also important. Thailand

To avoid the problems of divorce. Thailand

They should have an opportunity to share their new experiences together. Thailand

It is too difficult to explain the emotional experiences one has so it is best to share them as they occur. U.S.

The married students did not support the interchange part of the program. U.S.

My spouse became part of EWC activities and considered himself as an adopted alumnus. He also earned his degree at UH. U.S.

EWC appeared to be anti-spouse and made adjustments more difficult by nit-picking actions. U.S.

Spouse felt left out, became resentful. U.S.

Spouses have a hard time adjusting. Housing is inadequate. Children's schooling suffered. U.S.

QUESTION 21. Positive (or negative) effects on spouse and children from accompanying student.

Living together makes life easier. Spouse may get a part-time job and go to school and play a very important supportive role. Guam

As a family man, I couldn't have been happy and worked hard. We shared experiences, socialized with other married families. Japan

My wife broadened her vision of the world. My daughter stayed with grandparents which caused mental discomfort. Japan

They get a chance to see American life, to speak English and to communicate. But making a living was difficult only with the grant. Korea

Wife came but children stayed home. The wife's view of the world was broadened. But as for children, they were left with their grandmother and became emotionally attached to her. It took three years for them to feel close to us again. Korea

My husband got two Master's degrees. Malaysia

Spouse developed in maturity and ability to relate with strange people. Became more self-confident. But lack of money created some apprehension and even friction. Malaysia

Spouse got a Master's degree and child grew up with a more complex mind. Philippines

My two children were immensely benefited. They are now bilingual and they clearly excel other children in their studies. Sri Lanka

QUESTION 23. Reasons why extra-curricular activities considered important.

The seminars were stimulating and broadening. The sports activities were relaxing and helped in getting to know others. The recreation trips helped in communication and cooperation. Fiji

Looking back they were more educational than anything the university offered. I would not submit to attend the UH if I could not be associated with the EWC at the same time. Hong Kong

Participation gives good experiences in (1) management, (2) understanding people, (3) get to know more about other cultures. India

They were helpful for me to construct a character of understanding mutually people coming from different countries and backgrounds. Japan

Too busy studying for my credits. Hence unable to involve myself in Center extra-curricular activities. Japan

I don't think extra-curricular activities represented the really valuable aspects of America. The real thing is the advanced technological and academic level American has achieved. Korea

The Center did not provide enough opportunities for UH students to be involved. Korea

As someone said to me, you can sit with your nose in a book almost anywhere. It was the contact with fellow grantees and involvement in extra-curricular activities that made the EWC experience. New Zealand

It was in the extra-curricular program where interculturalization actually took place. Some involvement such as Impulse has boosted my career by giving me skills I otherwise would not have obtained. Northern Marianas

It developed my self-confidence for future leadership role in my home country. Philippines

If we only concentrated on studies then we would not have experienced the richness and depth that the other grantees had to offer from their own cultures. Philippines

I was able to mix with every conceivable national[ity] and gained an understanding of each type of person. An enriching experience. Singapore

On campus living and working with fellow grantees provided first hand experience on the way people from other countries think and act. The chance to develop friendships with other people. New Caledonia

The rhetoric of "mutual understanding" seems meaningless unless one is living and working with friends from different cultures and disciplines. In fact this reason seems to be the very thing that distinguishes the Center from other institutions. Thailand

The little that I did was important and would have desired to do more but living off campus caused great hardship in trying to participate. We got to know one another as more than one foreign national to another, rather as friends sharing problems, learning new views, etc. U.S.

During the extra-curricular activities you developed friendship with students from many nations. Therefore learned much more about their culture as opposed to only an academic approach. U.S.

QUESTION 41. Nature of personal and career impact.

Broadened my world viewpoint and gave me empathy for other cultures. Increased professional skills and knowledge. Australia

Broadened horizon, got married, got promoted, moved on. Australia

It made me anxious to complete a doctorate. But personally I made life-long friends around the world, some of whom I have visited. Gained confidence that was painfully lacking previously. Career development has been strengthened since. Fiji

Personal outlook. My career relies heavily on the access and use of U.S. information technology. Hong Kong

I am just more confident, especially in dealing with foreigners which we come into contact with very often during business transactions. Hong Kong

My experience at the EWC had made me a more self-confident person and has given me better chance for promotion and appointment for higher position. Indonesia

Made me feel frustrated in the job I held and felt the urge to move up and move out of India. India

Ironically the affluence in the U.S. made me more sensitive to the poverty of my country and I decided to pursue a career which will be more relevant from the perspective of development of the society. India

Regarded for many years as expert on matters related to internationalism, American way of thinking, life, etc. and English language. Japan

On the personal side I eventually married a fellow grantee and now am living in his country. Japan

It was the most valuable experience in my life. There was no direct merit in my career, but a tremendous impact on my way of life. Japan

Although I had a valuable academic and personal experience, afterwards I had to adapt myself to my home country. Japan

Drastic change of values in life. Developed what might be called a global consciousness. Japan

Career development. I had a chance to work at a UN institution. Japan

Did not cause any change in my career which was settled before going to EWC. Korea

It broadened my horizon, sharpened my skills, developed deeper insights into my work and made me appreciate my country and its people better. Korea

Definitely character, personality, and leadership training. My area of responsibility is Southeast Asia and I meet EWC alumni. Philippines

Aside from professional knowledge and skills gained, I became more keen on regional and global development in all aspects of human endeavor. Philippines

I could sense and feel that Asians were being discriminated by the other students from the developed countries who felt that they were superior to Asians. Philippines

I did not know how I would feel living at the EWC with Japanese students. The memories of my hardships in World War II were still vivid. I found out that the Japanese students felt not too comfortable with Filipinos too. But they were nice and I made many casual friends among them. Philippines

One finds "soul-mates" in people who were raised in different surroundings and ways because man is universal from within. Many have come to the Center to find themselves in others. Philippines

Bettered my education. Provided opportunity to travel, exposed me to other cultures. Made world-wide friendships. Met my wife. Pakistan

Work and job behavior. I created the habit of independently tackling the works. Pakistan

Yes, but in a negative way. Most of the time being at the Center provided me a chance to get exposed to a very sound and comprehensive educational system, a sense of law and order, safety and security, honest and straight-forward public dealing, and many such aspects of a cultured society. Thereafter, I have to live in a society where all these values are completely lacking. I suffer from extreme frustration! It has been 15 years now and the things are not getting any better. I feel like wishing that I was born in U.S.A. and feel like starting my education and career all over again in U.S.A., for which it is too late. Pakistan

I have widened and deepened my historical perspective and expanded my respect and admiration for other national cultures. Thailand

I realize how my experience at EWC has caused a total change in me habitually and intellectually. I can see clearer what to do and where to go in my academic career. Thailand

More confident, know and understand Americans well. Very useful for doing business with American companies. Thailand

My Peace Corps experience was the primary influence in choosing Asian theatre as a field—the EWC experience was an extension of the primary experience. U.S. Convinced me I wanted no part in any stifling bureaucratic organization fronting for the U.S. State Department. U.S.

It involved me in international educational experiences which I have continued in my professional career. It also had a major impact on my personal life. I married a citizen of another country and have lived many years abroad. U.S.

It helped to politicize me, to make me more aware of what the U.S. government and multinational corporations were doing in the world. U.S.

It provided the academic and experiential basis for a 20-year career (so far) in Asian development. It got me my wife. U.S.

I am now a product of both East and West and have both benefited and suffered for it. U.S.

Led me to become a specialist in Asia. In addition to my family's business which I manage, I now own my own textile importing business, serve on advisory boards for the higher education system of Oregon, lecture frequently on Japanese business, and sell lumber in Japan. I developed emotional and aesthetic ties to Asia resulting in great personal development and satisfaction. U.S.

The East-West Center is not connected adequately to the major corporations (international) who are (like it or not) the major influencers—social, economic, and cultural—in the Pacific Basin and internationally. The EWC is too esoteric and theoretical. I switched from a Ph.D. program over to an MBA. That is why I left EWC since EWC refused to support a second Master's. Yet a Ph.D. in Education (especially from UH) is not viable in mainland USA. U.S.

Field study was very helpful. Would like to have seen more integration of my EWC experience and my UH academic experience. U.S.

Standard of excellence and individually directed studies could be enhanced to benefit EWC and students alike. A smaller higher quality program would have been better. U.S.

The East-West Road might as well be the Pacific Ocean! There is sometimes more cooperation with people who are truly an ocean away than with people on the faculty at UH. This is a criticism of both sides. Also EWC bureaucrats are entirely too wrapped up in self-importance. U.S.

The East-West Center is not career-oriented beyond research. It does not sufficiently provide practical career guidance like telling individuals that Ph.D.'s in education in the USA are not viable job tickets. U.S.

Hawaii provides a good intercultural ground for EWC. The U.S. mainland students suffer from cultural shocks along with the rest. U.S.

I think it's great that OG lets participants set up their own project. I was disappointed with the quality of EWC research overall. Not much creative stuff being done at the project level. U.S.

Sharing daily living (dorms and meals) with those of another country is particularly enlightening, and also provides the forum for casual discussion. U.S.

I had in fact never had any personal contact with Asians or people of Asian descent before I arrived at EWC. I became aware of "new" rich cultures and met interesting people. My school is now 30 percent Asian (Koreans, S.E. Asians) and I am immeasurably better equipped to deal with these students. U.S.

QUESTION 53. Academic and research experiences of special note.

The programs I encountered were often "Mickey Mouse" in standard. I also expected that I would be active part of an on-going program when I arrived and would happily collect data, etc. just to get the feel of the project. But I found I was treated as a mere research assistant. Australia

The EWC research professionals are not as cooperative as they should be. Bangladesh

Three months field trip was an "eye-opener." Beneficial both personal and career-wise. Fiji

EWC was too politically timid, unwilling to face tough issues and controversies, unwilling to accept PRC scholars. Hong Kong

Degree participants should be given free subscriptions to 2 or 3 scientific journals in his field for at least 3-5 years. Indonesia

Appreciate the study tour system. Under this program I spent a summer session at Union Theological Seminary where I could study history of American Christianity which was not offered at UH. Japan

Some of the Center project[s], I felt, were forced upon us in exchange for grant and some project leaders treated students as if they were paid assistants. Japan

It provided me with a perspective to see any event or theory from the comparative viewpoint, [e]specially East and West. Korea

EWC/UH is rather weak in theory but provides many international experiences. Korea

EWC program unique one to promote the international understanding among the people from East and West as well as a valuable program to give academic satisfaction to the participating scholars in the region. Korea

The opportunities for participation in the research of the Population Institute were particularly worthwhile. However, questions of ethical values were intentionally excluded and this impeded broadening of policy issues that could be addressed. Korea

The President of the Federated States of Micronesia was my roommate. We met this past year for the first time since 1969. Papua New Guinea

Especially the students in general sciences were unable to find any project in which they could contribute. Sri Lanka

Sometimes there was a lack of coordination between UH academic advisors and EWC program officers concerning the students' academic programs. Consequently it resulted in a delay in the completion of the students' degrees. Thailand

I was impressed with the EWC staff. [E]specially my dissertation chairman who was very useful. Thailand

The fact that the Center research staff did not pay much attention to the degree students bothered me the most. Strange feeling that they did not feel they had responsibility towards the students. Thailand

QUESTION 54. Intercultural experiences worthy of note.

It was the informal interaction and involvement of living and studying together where much new awareness of cultures/experiences became evident. Much of the study program was USA/Anglo-Saxon based, biased. Australia

It has led me to believe, "To lose faith in man is a sin." (Tagore) Bangladesh

This experience was helpful in developing meaningful collaborative research works with visiting foreign scientists. Bangladesh

I greatly appreciate the help and concern of the program officers at the time of problems. Bangladesh

Met people from other countries that China does not have diplomatic relations with (e.g., South Korea). Also met people from Taiwan. China (mainland)

The study tour was nice, but more for pleasure than cultural learning and stimulation. Now looking back, it was extravagant and not justified. Hong Kong

I think the management of the dormitories (Hale Manoa) needs some improvement. Hong Kong

The best students were invariably those recruited outside the U.S. or foreign government auspices. Students with government "leverage" detracted from everybody's cultural experience. In this light, today's cost-sharing may prove counterproductive. Hong Kong

I found that most of the grantees from different countries are serious about their studies and sincere about their intention to understand the cultures and the peoples other than their own. Indonesia

Dormitory life with people from different countries and inter-island tours with them were a wonderful experience. Also learned much from my days with host family. Japan

Excellent opportunity to befriend members of other cultures. Learned a great deal about continuing antagonisms towards my home country for World War II events. Japan

I enjoyed kitchen co-op with several girls from various countries. It was the best intercultural experience. Japan

The international experience at the East-West Center has enabled me to open up my mind in communicating frankly with people of many different nationalities. Japan

One of my activities concerns establishing a network of academic exchange between my university and those of the neighboring nations in the field of tropical marine biology. My experience at the EWC and the friendships developed there have profound influence on these activities. Japan

Friendship maintained with a U.S. student was most valuable. Korea

U.S. field study extremely valuable. Understanding of U.S. social and political fabric of great value. Much greater than the "intercultural" experience which [is] limited by very conventional mode of Asian participants. Korea

My experience as a researcher in the field of institution building on adoptive technology centers at a number of Pacific countries helped me to develop a graduate school of international management and a center for international educational/technical cooperation at my university after I resumed my faculty job. Korea

International fair was most impressive and unforgettable memory for me since I worked hard with my colleagues to make it a success. Korea

Americans tend to underestimate non-Western mentalities and abilities. Asian and Pacific peoples appear to cherish friendships more than Westerners. Korea

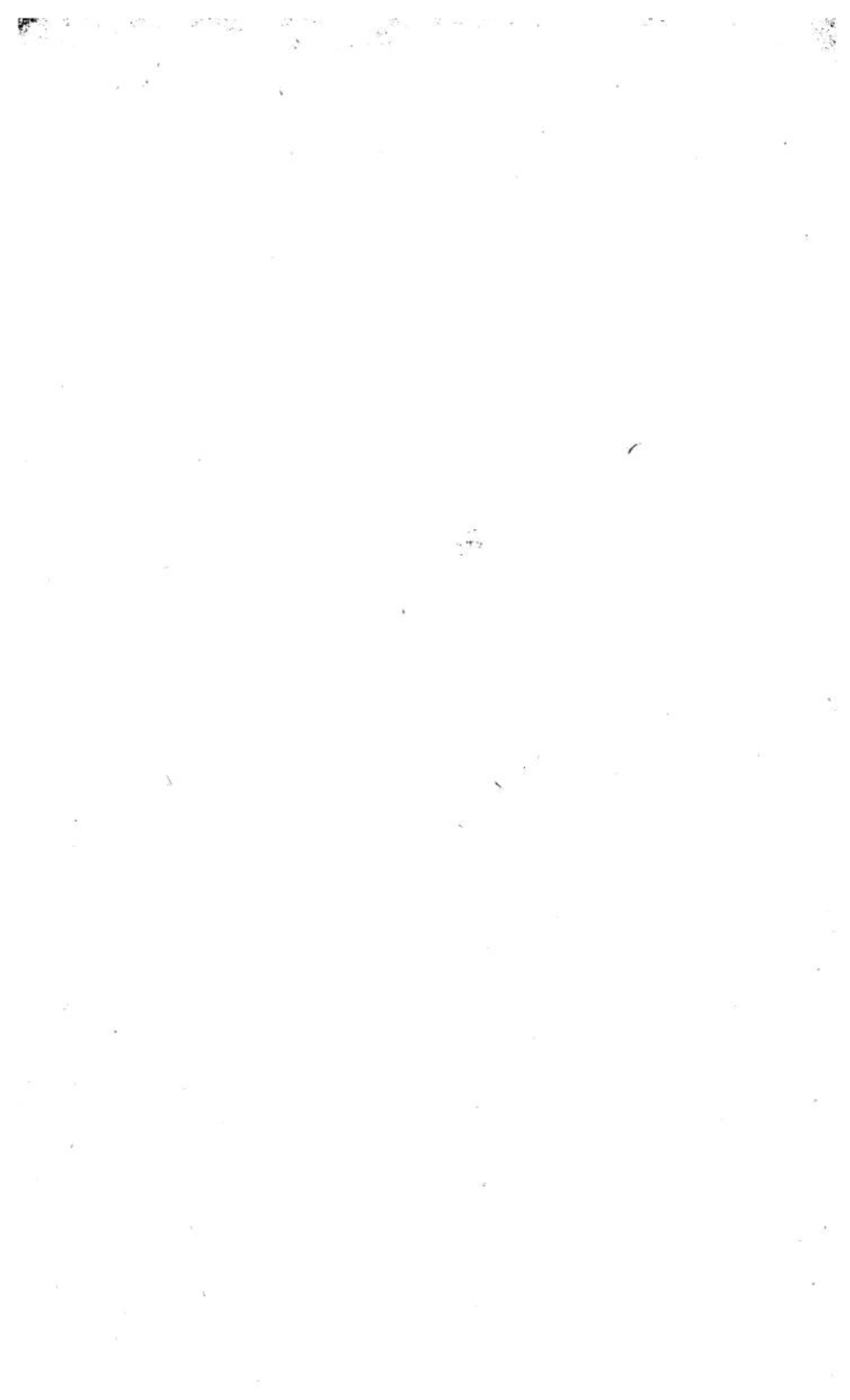
The experience to study and live together with people from different origins really helps me a great deal as a career diplomat. Taiwan

I wished I had had a chance to know some minority American families in Hawaii and really learn their ways of life and thinking. Thailand

I particularly enjoyed having an Asian roommate. This was an important part of the experience for me. I felt young among all graduate students, but I really got a lot out of the junior year programme. U.S.

Ironically it was at the EWC where I first became aware of sex discrimination. As a married grantee I was paid a much smaller stipend than a married male grantee. Even though my spouse was a student and many of the male grantees had employed wives. I protested and was told racial discrimination was an issue but sexual discrimination was not. That was my only negative experience but it made me furious and poor. U.S.

It was not much of an intercultural experience given the fact that the EWC is located in America. Foreign students had to accommodate themselves to that, but American students did not have to do anything. U.S.



THE EAST-WEST CENTER is a public, nonprofit educational institution with an international board of governors. Some 2,000 research fellows, graduate students, and professionals in business and government each year work with the Center's international staff in cooperative study, training, and research. They examine major issues related to population, resources and development, the environment, culture, and communication in Asia, the Pacific, and the United States. The Center was established in 1960 by the United States Congress, which provides principal funding. Support also comes from more than 20 Asian and Pacific governments, as well as private agencies and corporations.

Situated on 21 acres adjacent to the University of Hawaii's Manoa Campus, the Center's facilities include a 300-room office building housing research and administrative offices for an international staff of 250, three residence halls for participants, and a conference center with meeting rooms equipped to provide simultaneous translation and a complete range of audiovisual services.